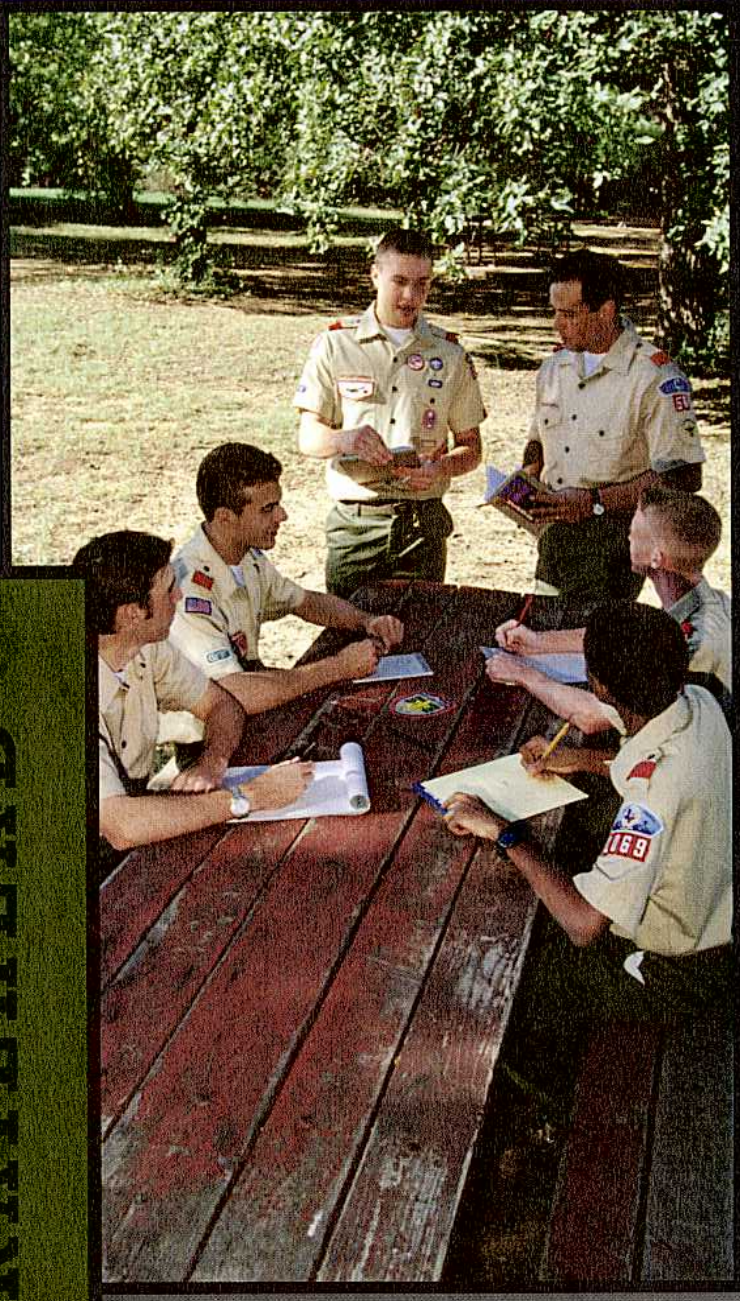
TRAINING JUNIOR LEADERS



TRAILHEAD

7

TRAINING JUNIOR LEADERS

"Training boy leaders to run their troop is the Scoutmaster's most important job."

"Train Scouts to do a job, then let them do it."

"Never do anything a boy can do."

—Robert Baden-Powell

Leadership is a vital part of the Scouting program. Scouts in positions of leadership run their patrols and the troop. They take care of the many tasks required for troop meetings and activities to run smoothly and well. By accepting the responsibilities of troop and patrol leadership, they are preparing themselves to be leaders throughout their lives.

Scouting offers young people a rich and varied arena in which to act as leaders. Among the challenges encountered by a troop's junior leaders are

- Organizing patrols
- Using duty rosters
- Planning menus and figuring out food costs
- Encouraging advancement
- Guiding a patrol's involvement in problem solving
- Teaching outdoor skills
- Ensuring patrol safety during outings
- Handling patrol finances
- Helping other Scouts make the most of their own leadership opportunities

JUNIOR LEADER TRAINING PATCH FOR SCOUTS COMPLETING THE COUNCIL JUNIOR LEADER TRAINING CONFERENCE

The badge of office presented to a Scout who is accepting a position of troop leadership does not automatically make him a good leader.

Leadership experiences can be frustrating and disappointing if a Scout is not given the basic knowledge, skill, and encouragement he must have in order to lead. It is the Scoutmaster's responsibility to provide these basics through coaching and mentoring.

Training youth to be leaders is an ongoing process that begins immediately when a Scout accepts a new job in his unit—even that of becoming a new member of a patrol—or when he is elected as a leader within his patrol or troop. In Scouting, the process begins with a session called an *introduction to leadership.* The Scoutmaster, or the Scoutmaster's designee, conducts this session. A key part of the session is giving the Scout a meaningful assignment, setting a time for completion, and setting a time for the Scout to return and report on his progress and accomplishments. Care must be taken to ensure that the Scout returns often enough for sufficient counseling and encouragement to successfully complete the assignment. Once the first task is completed, the process repeats with additional tasks being assigned to help the Scout develop his

abilities as a leader. When used properly, the Scout will grow in confidence and self-esteem which will enhance his skill at helping others. The challenge for all of us is to ensure that the process is used properly and effectively for the benefit of our youth.

When a Scout takes on a new leadership position in his patrol or troop, he will immediately want to know what is expected of him and how he can fulfill his obligations. Although curious about the concept of leadership, he might not know who to approach or even what questions to ask. He can get a good grounding in that information through two steps:

- An *introduction to leadership* conducted within a week of his acceptance of the new position
- A one-day *junior leader training* session held after each troop election for all junior leaders.

INTRODUCTION TO LEADERSHIP

Opportunities to develop leadership skills are every bit as important to Scouts and to Scouting as are any requirements for advancement.

The first step in junior leader training is introducing a new leader to the job he has agreed to do. In many cases, you as Scoutmaster are the person who can most effectively conduct this introduction. If you have assistant Scoutmasters, they might be the logical choices for explaining several positions, as might the senior patrol leader, his assistant, or members of the troop committee. The chart at the right suggests the appropriate leaders to conduct the introduction for each troop position.

The introduction to leadership is an extremely important occasion for you as Scoutmaster to give each boy the clear message that you believe he has the ability to do his job, that you trust him, and that you will give him all of the support and guidance he needs in order to succeed.

Introductions to leadership should be informal sessions conducted with individual boys or with small groups (all of the new patrol leaders, for example). The introduction must take place soon after a troop election and can be conducted anywhere—during a campout, at the troop meeting site, or even in a boy's home with his parents or guardian present.

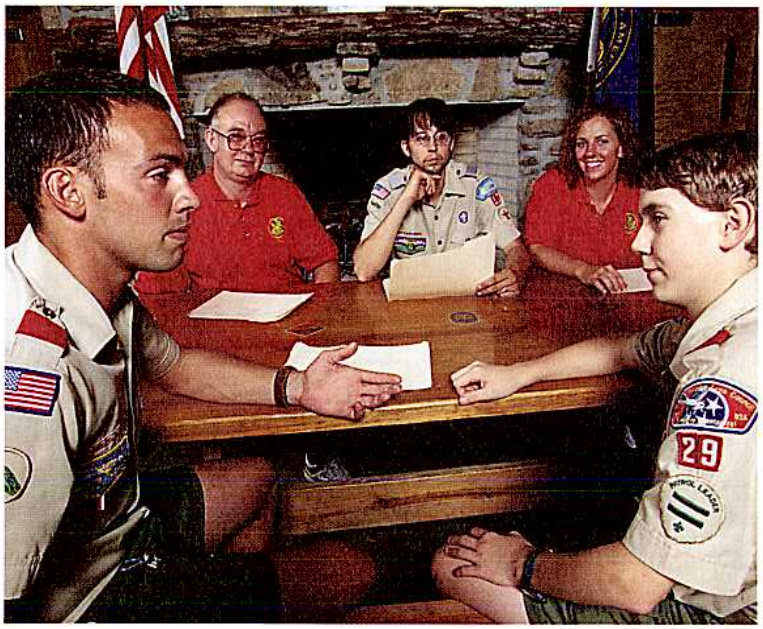
Junior Leader Position	Conducted By
Senior patrol leader	Scoutmaster
Assistant senior patrol leader	Scoutmaster and senior patrol leader
Patrol leaders (except for new-Scout patrol)	Scoutmaster and senior patrol leader
Assistant patrol leaders	Patrol leaders
Patrol leader—new-Scout patrol (required as rotated)	Assistant Scoutmaster—new-Scout patrol and troop guide
Troop guide	Assistant Scoutmaster—new-Scout patrol
Den chief	Assistant Scoutmaster—new-Scout patrol
Venture patrol leader	Assistant Scoutmaster—Venture patrol
Junior assistant Scoutmaster	Scoutmaster
Instructor	Scoutmaster and assistant senior patrol leader
Librarian	Assistant senior patrol leader
Order of the Arrow troop representative	Assistant senior patrol leader
Troop historian	Assistant senior patrol leader
Quartermaster Scribe	Assistant senior patrol leader and troop committee members responsible for equipment (quartermaster) and records and finance (scribe)
Chaplain aide	Assistant senior patrol leader and chaplain

INTRODUCTION TO LEADERSHIP FOR A NEW SENIOR PATROL LEADER

The following information from the *Scoutmaster's Junior Leader Training Kit* is to be used by the Scoutmaster when conducting the introduction to leadership session with a new senior patrol leader.

Materials Needed

- *Scoutmaster Handbook*
- *Patrol Leader Handbook*
- *Senior Patrol Leader Handbook*
- *Boy Scout Handbook*
- *Troop Program Features, Volumes I, II,* and *III*
- *Scoutmaster's Junior Leader Training Kit*
- Copy of senior patrol leader job description sheet
- Paper and pencils



Breaking the Ice

Welcome the senior patrol leader informally to this special session. Explain that you will help him grow in this job and in leadership skills, as well as in Scoutcraft. He will grow in his ability to work with his peers and with adults. And he will be making a substantial contribution to the Scouts in the troop.

Now ask him to mention some of the benefits he feels a boy can get from Scouting. He will probably start with the "fun" things—camping, hiking, outdoor skills, trips, making friends. But guide him toward understanding Scouting's role in developing a boy's personal growth—the "growth values" of citizenship, character, ideals, and overall fitness.

As the two of you discuss this, help him understand that he is an important influence who can cause such growth to take place, and it's a major part of his job as senior patrol leader to use his influence on the other junior leaders.

Caution: Don't let this discussion bog down in nonessentials. Explain that the patrol method is what makes Boy Scouting special. The senior patrol leader makes the difference in whether the troop is a good troop or just a troop. Together, you as Scoutmaster and he as senior patrol leader will make the difference. Explain to him that it's his responsibility to give leadership to the troop through the patrol leaders' council. Explain that it's your job to give him direction and support, but he is the key leader.

Help him to understand that everything the troop does should be as a result of the decisions of the patrol leaders' council, of which he is chairman. Be quick to assure him that you and he will have many opportunities to discuss these meetings, and you will certainly be there to help him.

Job Description

Give him a copy of the senior patrol leader job description sheet. Explain that this is a summary of his chief duties, and that you'll "walk through" them together to get an overall idea of what his job entails. As you do so, encourage him to react with comments and questions. Invite him to make notes on his sheet. Note that some of these topics can generate exciting discussion, but be careful not to let it run on too long. Now discuss each point one at a time.

Expectations

Tell him that all of the points in the job description just discussed add up to leadership and service. In addition to the job description, tell him that you expect the following from him:

- Live by the Scout Oath and Law.
- Set a good example (uniform, language, attitude).
- With the Scoutmaster's assistance, conduct introduction to leadership with the assistant senior patrol leader and patrol leaders.
- Attend troop junior leader training (give dates).
- Earn advancement.
- Devote the time necessary to do the job.
- Work with other troop leaders to make the troop go.

- Attend the council junior leader training conference (a leadership growth opportunity).

Now tell him it's time to turn the discussion around to what he can expect from you. Tell him that you have reviewed what he is expected to do, and it's a big job, but he is not expected to do it alone. He can expect the following from you:

- You and he will have many meetings in preparation for his job.
- You will be available for discussions or phone calls (give the best times).
- You will back up his decisions within reason (give some examples).
- You will listen to his ideas.
- You will be fair.
- You will listen to all sides of any issue.
- You will set a good example for him (uniform, language, attitude, etc.).
- You will provide direction, coaching, and support.

Resources

Refer to his junior leader job description sheet and point out the resource list on it, as well as other material from the *Scoutmaster's Junior Leader Training Kit* he will need to use in training other junior leaders. Flip through the *Scoutmaster Handbook, Patrol Leader Handbook, Senior Patrol Leader Handbook* and the *Boy Scout Handbook*, pointing out specifics. Also available to help train a new junior leader is the *Boy Scout Junior Leader Training* video, No. AV-02V013. Suggest that he review these materials to refresh his memory because this can help him in his job.

Continuing Training

Tell him that this is part of his continuing training and the help you will be giving him to do this important job. In fact, almost everything the Scout does will contribute to his training. Much of his training will come from mutual leadership and counsel during his tenure as senior patrol leader. Tell him that he can qualify to wear the "Trained" strip on his uniform after participating in troop junior leader training. Announce the scheduled date and explain that you expect him to help conduct the training.

Questions

Give him an opportunity to ask any questions he might have. Answer them the best you can.

Assigning Tasks

Tell him that his first job will be to train his assistant senior patrol leader, and then to train the patrol leaders. Explain that this will be a joint task between you and him. Review the "Guide for Conducting an Introduction to Leadership Session with a New Assistant Senior Patrol Leader" and the "Junior Leader Job Description for Assistant Senior Patrol Leader," then decide, based on the senior patrol leader's ability and comfort level, which specific items in the guide will be done by him.

After this session with the assistant senior patrol leader has been conducted, review the "Guide for Conducting an Introduction to Leadership Session with New Patrol Leaders" and the "Junior Leader Job Description for Patrol Leader" with the senior patrol leader. Again, make assignments for your and the senior patrol leader's roles in this session. The senior patrol leader might be more comfortable now and able to accept more responsibility in this session.

Follow-up

Be certain that you follow up with him as you both agreed, so that you can mutually evaluate his assignments. Always be prepared for his next assignment at the follow-up meeting.

Relationship

Express to the Scout that this was really a "get-acquainted" meeting and that you hope it will be the first of many such meetings. Help him understand this and encourage him to discuss anything with you. Be sincere; really mean it. Give him a Scout handshake and a big smile, and tell him how much you enjoyed the get-together.

TROOP JUNIOR LEADER TRAINING

The introduction to leadership gives each boy leader an immediate overview of his opportunities and sets him off on the right foot toward becoming an effective leader. The second step in his training is the junior leader training session, which provides him with a broader understanding of ways he can work with other junior leaders to make the troop a success, and it gives him strategies for dealing with many of the challenges he is likely to face. Upon completion of this training phase, the youth is qualified to wear the "Trained" emblem on his uniform.

It is the Scoutmaster's privilege to organize and lead this phase of the training program. Though you will want and need to involve other adult Scouters—and should involve previously trained youth—in these sessions, it is your responsibility to conduct this training.

The session is a daylong event designed to mesh your key junior leaders into a team. It should occur soon after a troop election, and is most constructive when attended by six or more Scouts. Give priority to elected troop leaders (senior patrol leader, assistant senior patrol leader, troop guide, patrol leaders, and Venture patrol leader). If a unit is small and does not have enough junior leaders for an effective session, work with the unit committee to identify other units in the area with whom you can organize a cluster training event. It is most important that the Scoutmasters of the involved units organize and conduct the training session. The Scoutmaster is part of the team that is being built so it is imperative that he or she is actively involved in the training exercise.

The training session is outlined in the *Scoutmaster's Junior Leader Training Kit*. The manual and the supporting video will lead you step-by-step through a training session based on a series of video presentations, each followed by an activity that will involve both you and the junior leaders in covering four topics:

1. Leadership styles
2. Cooperation in the patrol
3. Dealing with problems
4. Building troop spirit

The objectives are twofold—to give you and your junior leaders a greater sense of mutual trust, and to show how a shared style of leading will be useful in the patrol and the troop.

To ensure that the session is productive, do the following:

- Review the materials in the *Scoutmaster's Junior Leader Training Kit* well ahead of time and think through how you will present each portion of the session.
- Set a time, date, and location that is convenient for you and for the junior leaders who will be attending.
- Choose a location that has comfortable seating, room for activities, a videocassette recorder (VCR), and a television monitor.
- Review the short list of training aids (in the *Scoutmaster's Junior Leader Training Kit)* you will need to conduct the session and have them on hand well ahead of time.
- Schedule a full day for the session but remain flexible in how long the group spends on each phase of its training. Give Scouts plenty of time to complete activities and discussions. If a portion of the session begins to drag, though, move on.

FURTHERING THE IDEALS OF JUNIOR LEADER TRAINING

Helping boys become good leaders is an ongoing process. To reinforce the skills they learned during the junior leader training session, you and the Scouts must put them into practice. At patrol leaders' council meetings, talk about leadership issues that have arisen during troop meetings. Recognize good leadership and praise Scouts who are attempting to use leadership skills. Open the discussion to include instances when problems arose in a meeting, then help the junior leaders devise ways to handle similar situations in the future. Support your junior leaders by providing direction and by coaching them, both as a group and as individuals. In this way, you will help them learn leadership by leading. And along the way you might also find a marked improvement in your own abilities to listen, to counsel, and to lead.

ADDITIONAL HINTS FOR TRAINING JUNIOR LEADERS

As a Scoutmaster, you will discover many ways to encourage and coach junior leaders. Here are a few:

- Meet with the senior patrol leader before every patrol leaders' council meeting to help him develop the meeting's agenda.

- Ensure that there is an opportunity for training during each patrol leaders' council meeting.
- Involve members of the patrol leaders' council in the troop's annual program planning conference and rely on them to help plan the troop's year-long program.
- As a means of recognition and to teach specialized skills, consider conducting special patrol leaders' council events such as hikes, outings, and high-adventure activities.
- To ensure there has been adequate preparation for a troop meeting or outing, have the senior patrol leader meet with the patrol leaders and give you a status report before the event.
- Include leadership topics in your Scoutmaster's Minutes.
- Make it a point to be aware of each boy's strengths and weaknesses. Praise those things he does well and help him in positive ways with areas that need improvement.
- Use Scoutmaster conferences as occasions for additional coaching.

"I attended the National Junior Leader Training Program at Philmont as a teenager. It was the only management and leadership training I ever felt I needed."

—Bob Gates, former director of the Central Intelligence Agency

LEADER TRAINING OPPORTUNITIES FOR YOUTH

Junior Leader Training Conference

Many councils conduct training conferences—weeklong outdoor experiences designed to enhance the leadership abilities of Scouting's youth leaders while living the Scout Oath and Law in an exciting outdoor environment. Each conference is sponsored by the council training committee and, as an outline, follows the *Junior Leader Training Conference Staff Guide.*

Training conferences reaffirm the responsibility of Scoutmasters to train their own youth leaders and reinforce the guidance Scoutmasters have already provided. In addition, they have the following objectives:

- Give participants greater confidence and skill in leading their troop programs.
- Provide participants with further knowledge of Scouting's leadership skills and how they can best use these skills to carry out their troop responsibilities.
- Offer participants time to share ideas and experiences with youth leaders of other troops.
- Create an atmosphere in which boys can experience Scouting at its best.
- Have plenty of fun.

The knowledge that youth leaders gain by attending these conferences has proven to be of such value that troop committees often find ways to raise the money to permit youth leaders to attend. Most conferences require that participants be First Class Scouts who are at least 13 years of age. Each boy should be his troop's senior patrol leader or assistant senior patrol leader, or should expect to hold one of those positions soon.

Scoutmasters will find that boys who have attended youth leader training conferences are eager to incorporate new methods into their troop leadership positions. Councils should offer special orientation sessions for Scoutmasters to provide them with an overview of the youth leader training conference course content and guidance in how the Scoutmasters can take full advantage of the enthusiasm and skills junior leaders will bring home with them. An important part of the council youth leader training conference is the goal setting that each Scout does during the course and the post-course meeting between the Scoutmaster and each Scout to review the goals and set a plan for the Scout to achieve them in the unit.

National Junior Leader Instructor Camp

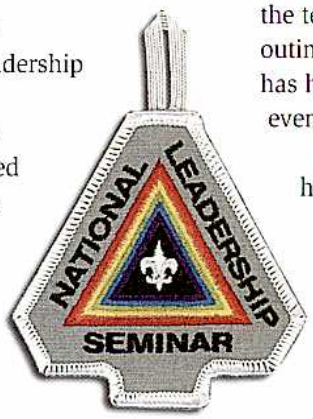
This national training opportunity is conducted through the Philmont Training Center. The program focuses on helping Scouts develop teaching skills that they can use to conduct the council youth leader training conferences. This is a train-the-trainer program and does not specifically teach leadership skills. It is assumed that those youth who are selected by their council to represent the council have

a good grasp of basic leadership skills. During the course these skills will be used by each youth in his daily activities. This program allows youth from across the nation to train together, to gain new insights from each other as they live the Scout Oath and Law, and to learn new ways of presenting materials to each other. It is recommended that each council send at least two youth each year to this program. Historically, the National Junior Leader Instructor Camp has had great success building motivation in the youth who have attended, and, more importantly, it builds a commitment to living the values of Scouting every hour of every day. A Scout must be nominated by his local council and then invited to attend by the Chief Scout Executive.

Den Chief Training

Many councils offer training for den chiefs at selected council gatherings. On occasion, den chiefs may also take part in troop leadership training.

National Leadership Seminar



The Order of the Arrow national leadership seminar is a weekend conference focusing primarily on the skills and attributes of leadership. It is intended primarily to enhance the leadership skills of the Order of the Arrow's key youth and adult members as they seek to improve their service to the Boy Scouts of America and the greater community.

Youth participants should be at least 15 years of age or a lodge officer. Prior completion of the Lodge Leadership Development Program is desirable. The seminar is an intensive experience in learning about the nature of leadership and practicing some of the skills that leaders use. While it is designed to be fun, the course is also mentally challenging. Participants should be developmentally, physically, and mentally prepared to actively engage in an exhausting, invigorating weekend.

At the end of the seminar, participants make a contract with themselves to apply the skills learned in the seminar on projects in their unit, lodge, council, and community.

The region sponsors and schedules the seminar, promotes the event, and sends invitations to the council, lodge, and Arrowmen.

IN SUMMARY

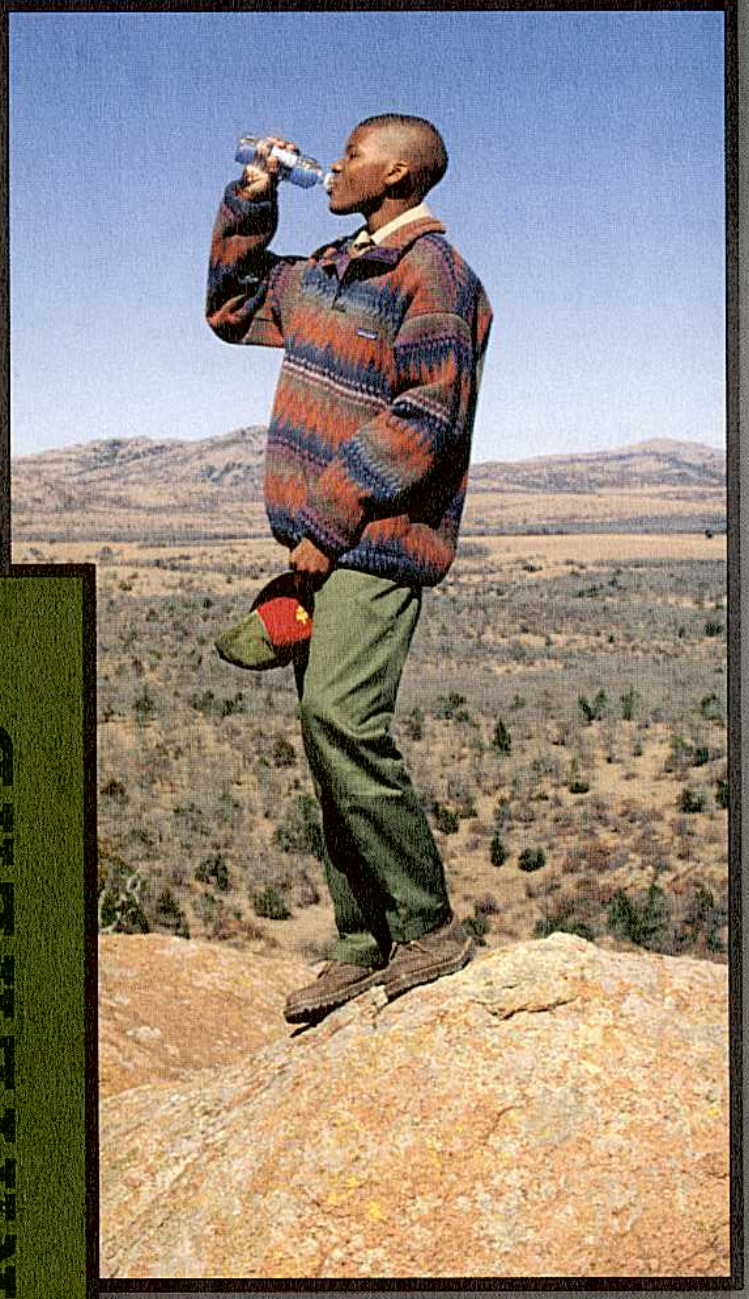
Training Scouts to lead is one of a Scoutmaster's most important, rewarding, and never-ending challenges. The *Scoutmaster's Junior Leader Training Kit* will provide you with much of the information you need. At roundtables you can share experiences with others who are involved in guiding boys into troop leadership positions. And just as leadership is a skill boys learn by doing, you too will find that your own ability to help boys develop leadership skills will increase through experience.

While formal training is important and forms the basis of Scouting's junior leader training program, the continuing training opportunities that occur during actual troop activities are essential to fully developing each Scout's leadership abilities. Take the time to use the teaching moments that accompany meetings and outings. Help each Scout appreciate the experience he has had and understand how he can make the next event even better for himself and for his fellow Scouts.

The most important leadership training tool you have is the example you set. The values you demonstrate in your everyday dealings will be observed by your Scouts, and the way you live your life will speak much louder than all of the words you say. The Scoutmaster's responsibility is awesome. With patience and fortitude, you will enjoy the rewards of seeing your Scouts grow in their ability to lead and to be a positive influence on others.

Keep in mind, at any phase of training, present it one step at a time and keep it simple enough for each junior leader to learn.

TROOP PROGRAM PLANNING



TRAILHEAD

8

TROOP PROGRAM PLANNING

"If I had eight hours to chop down a tree, I'd spend the first six hours sharpening my ax."

—Traditionally attributed to Abraham Lincoln

Planning. Perhaps no other word is so critical to the success of a Scout troop. Scoutmasters who help junior leaders plan exciting and effective meetings and activities will be well on their way to maintaining the Scouts' interest and bringing them back week after week for all that the BSA has to offer.

In addition to ensuring a program that attracts and retains boys, good planning reduces the time a Scoutmaster must invest in running a troop. A clear plan allows all members of a troop, both youth and adult, to see where they fit in, where their responsibilities lie, and how they can do their part.

Planning also allows troop leaders to fully employ the methods of the Scouting program and thus achieve the aims of Scouting. The haphazard approach to meetings and events that results from a lack of planning dilutes the effectiveness of the patrol and troop structure and wastes many opportunities to convey the Scouting message.

Troop leaders can take advantage of two kinds of planning:

- **Annual long-range planning.** The patrol leaders' council, the Scoutmaster, and other key adults involved with the troop meet once a year to determine the next 12 months of troop program and major activities.

QUALITY UNIT PATCH

- **Monthly short-term planning.** The same troop leaders meet every month to fine-tune the annual plan and assign to patrols and individuals the tasks that will lead to success.

ANNUAL TROOP PROGRAM PLANNING

A yearlong troop program plan creates stability for the troop, increases Scouts' participation, and allows a Scoutmaster to turn over to the boys much of the leadership of meetings and activities. For a Scoutmaster, annual troop program planning involves five steps:

1. Do your homework.
2. Get patrol input.
3. Hold a troop program planning conference.
4. Consult with the troop committee and chartered organization.
5. Announce the plan.

Step 1—Do Your Homework

Devote plenty of time to getting ready for the annual planning process. Points to consider as you approach the process are these:

- Evaluate the past year's activities.
- Review the video *Troop Program Planning.* The information it contains will help you think through and organize the planning process.
- Gather the dates of BSA district and council events that could affect troop activities—summer camp, camporees, etc.
- Collect the dates of school and community functions, religious and national holidays, youth sports activities, and special events of the troop's chartered organization that could impact the boys' schedules.
- Review the advancement status of troop members. What kinds of activities and program events does each boy need in order to move ahead through the rank requirements?
- Write down the priorities you see for the troop in the coming year. Your list might look something like this:

  — Attend summer camp.

  — Have an outdoor adventure at least once a month.

— Do a monthly Good Turn for the community.

— Earn the National Camping Award and Quality Unit Award.

— Conduct a fund-raising activity to help pay for new tents and other camping gear.

— Earn the National Honor Patrol Award.

- Draw up a general outline of the annual troop program. Make it as flexible as you can while still fulfilling the accomplishments you envision for the troop.
- Meet with your senior patrol leader to review your outline. Share with him your thoughts on the coming year and seek his input. He might have very good ideas that have not occurred to you.

During your discussions with the senior patrol leader, explore the range of options you believe are available to the troop. For example, you might feel that the needs of the troop can best be achieved by adopting any of the 36 program features published in *Troop Program Features, Volumes I, II,* and *III.* Paring down those possibilities to a dozen—one for each month—will be a task for the troop's annual program planning conference chaired by the senior patrol leader.

Go through the agenda (sample shown on pages 80–81) of the upcoming annual troop program planning conference, and coach him on his role as the leader of the conference. Encourage him to build portions of the agenda that are within his ability—selecting team-building games, for example.

Step 2—Get Patrol Input

- The senior patrol leader can share the outline of the annual program plan, complete with options, with other members of the patrol leaders' council.
- Next, each patrol leader presents the general plan and options to his patrol for discussion. Where there are specific choices, patrol members can make their wishes known. If they have additional ideas they feel will improve the plan, they can also communicate that information to their patrol leader. It's a good idea for the patrol leader or the patrol scribe to take notes during the patrol meeting so that the patrol leader will have a record of the suggestions made.
- After the patrol leaders have gotten the input of patrol members, the patrol leaders' council and other key troop leaders are ready to meet.

Step 3—Hold a Troop Program Planning Conference

Set a time and a place for the conference. It should be attended by the following troop leaders:

- Senior patrol leader
- Assistant senior patrol leader
- Patrol leaders
- Venture patrol leader
- Troop guide
- Scoutmaster
- Assistant Scoutmasters

- Junior assistant Scoutmasters

Consider having other adults do any cooking and cleanup associated with the conference so that troop leaders can devote their full attention to the job at hand.

Troop Program Planning Conference Agenda

I. The senior patrol leader can open the conference with a team-building activity or game that is fun and promotes interaction between participants. Other activities and games can be added during the conference whenever the senior patrol leader feels they are appropriate.

II. Review the conference methods and objectives:

   A. Through discussion and the exploration of options, the group will decide on troop goals for the coming year.

   B. The group will develop and approve a program that achieves those goals in ways that represent the wishes of the entire troop.

   C. Those attending the conference will determine various portions of the program by a majority vote.

III. Show part two of the video *Troop Program Planning*.

IV. Develop troop goals.

   A. The Scoutmaster leads a discussion that guides the group in compiling a list of the goals they want to see the troop achieve for the coming year. The Scoutmaster may present his own list of goals and encourage the group to expand upon them or tailor the list to better fit the needs of troop members.

   B. The patrol leaders' council will approve the troop goals by majority vote.

V. Consider major events for the coming year.

   A. With the Scoutmaster's assistance, the senior patrol leader reviews potential major events for the troop—summer camp, Scout shows, etc. These events could be written out on a calendar, then photocopied and handed out to participants for their review.

   B. Invite patrol leaders to share the results of the patrols' discussions of the troop's proposed major events. Be sure to consider the preparation time required for each event and how that will affect the troop's calendar.

   C. Open the floor for discussion of any or all of the proposed events. Encourage input from every conference participant.

   D. Decide by majority vote whether or not to include each major event on the troop's annual calendar, and write them on the Troop Planning Worksheet.

VI. Consider the program features for the coming year.

   A. With the Scoutmaster's help, the senior patrol leader presents the list of potential monthly program features.

   B. Open the floor to discuss each of the program features. Consider the following questions:

      1. Will the program feature help the troop meet its goals?

2. What opportunities for advancement does it present?
3. Where would the feature best fit into the annual calendar?

C. Vote on each program feature.

D. Write the selected program features on the Troop Planning Worksheet.

VII. Discuss and schedule the following, writing them in the proper spaces of the Troop Planning Worksheet:

A. Boards of review

B. Courts of honor

C. Troop open house

D. Major service projects

E. Webelos Scout graduation

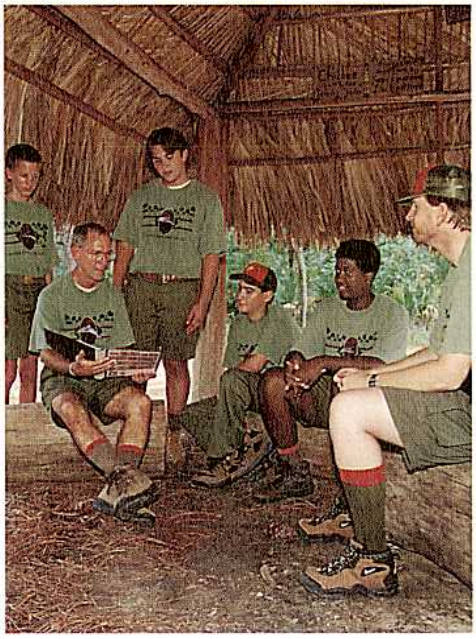
F. Any other troop activities that can be scheduled this far in advance

VIII. The senior patrol leader can lead the group in a last review of the Troop Planning Worksheet. Once the group has approved the final version of the plan, it will be ready to present to the troop committee for its input and approval.

IX. Plan the troop program for the upcoming month, beginning with showing part three of the video, *Troop Program Planning.*

X. Close the meeting with a Scoutmaster's Minute.

"There they go. I must hurry after them, for I am their leader."



Step 4—Consult with the Troop Committee and Chartered Organization

The senior patrol leader and Scoutmaster present the proposed troop program to the troop committee and the chartered organization representative, and ask for their support. If revisions to the plan are suggested, the senior patrol leader will consult again with the patrol leaders' council before changes are made.

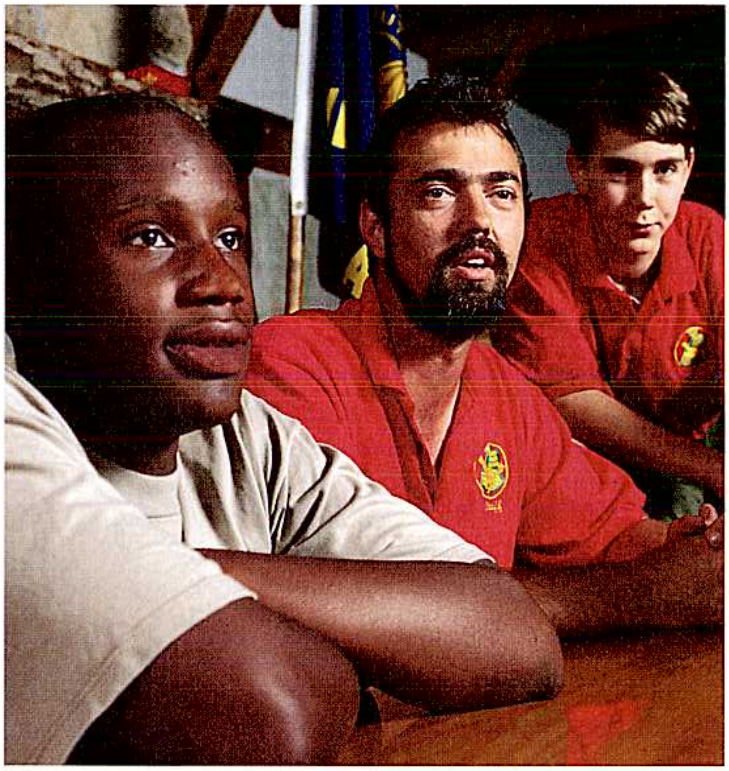
Step 5—Announce the Plan

Distribute photocopies of the final plan to troop members, the parents or guardian of each Scout, members of the troop committee, and representatives of the chartered organization. Be sure to include the Cub Scout pack leaders, unit commissioner, district executive, and the chartered organization's leader, secretary, and building custodian.

MONTHLY TROOP PROGRAM PLANNING

Troop program planning meetings held at the beginning of each month allow the patrol leaders' council to put the annual troop plan into action. For a Scoutmaster, the meeting involves these steps:

- Look over the troop's annual program plan and review information about the upcoming activities in *Troop Program Features, Volumes I, II, and III.*
- Attend district roundtables to discuss program ideas with adult leaders of other troops. (For more on roundtables, see chapter 18, "Scoutmaster Support.")
- With the senior patrol leader, draw up the agenda for the monthly patrol leaders' council meeting.
- Assist the senior patrol leader in conducting the monthly patrol leaders' council meeting.
  - — Following the agenda, the senior patrol leader can lead a discussion with the objective being to fill out the plans for each of the four upcoming weekly troop meetings, as well as for any other troop events that will occur in the upcoming month.



— The Scoutmaster can share information and ideas gleaned from the roundtable; from *Troop Program Features, Volumes I, II,* and *III;* and from other resources.

— The patrol leaders' council can use the Troop Meeting Plan to plan in detail each troop meeting. The senior patrol leader will assign responsibility for various parts of the meetings to different patrols. He can also ask members of the patrol leaders' council for input on appropriate games, training activities, and other aspects of the meetings. (For more information, see chapter 5, "Troop Meetings.")

— Work out the details of any campout, service project, or other troop activity scheduled during the coming month.

- Get troop committee support. During its monthly meeting, the troop committee can review the troop program plan with the Scoutmaster and discuss how committee members can most appropriately provide support.
- Share the plan. As with the annual troop program plan, the monthly plan for troop activities will unfold efficiently when everyone understands what it is. Some troops generate a troop newsletter to share their plans with Scouts, their parents or guardians, and members of the chartered organization. Others photocopy the plan for distribution. Still others communicate through the Internet. Whatever the medium, the plan should include information that enables families to plan schedules that mesh with Scouting activities, and that provides guidance on how parents, guardians, and other adults supporting the troop can contribute their support.

THE WEEKLY REVIEW OF THE PATROL LEADERS' COUNCIL

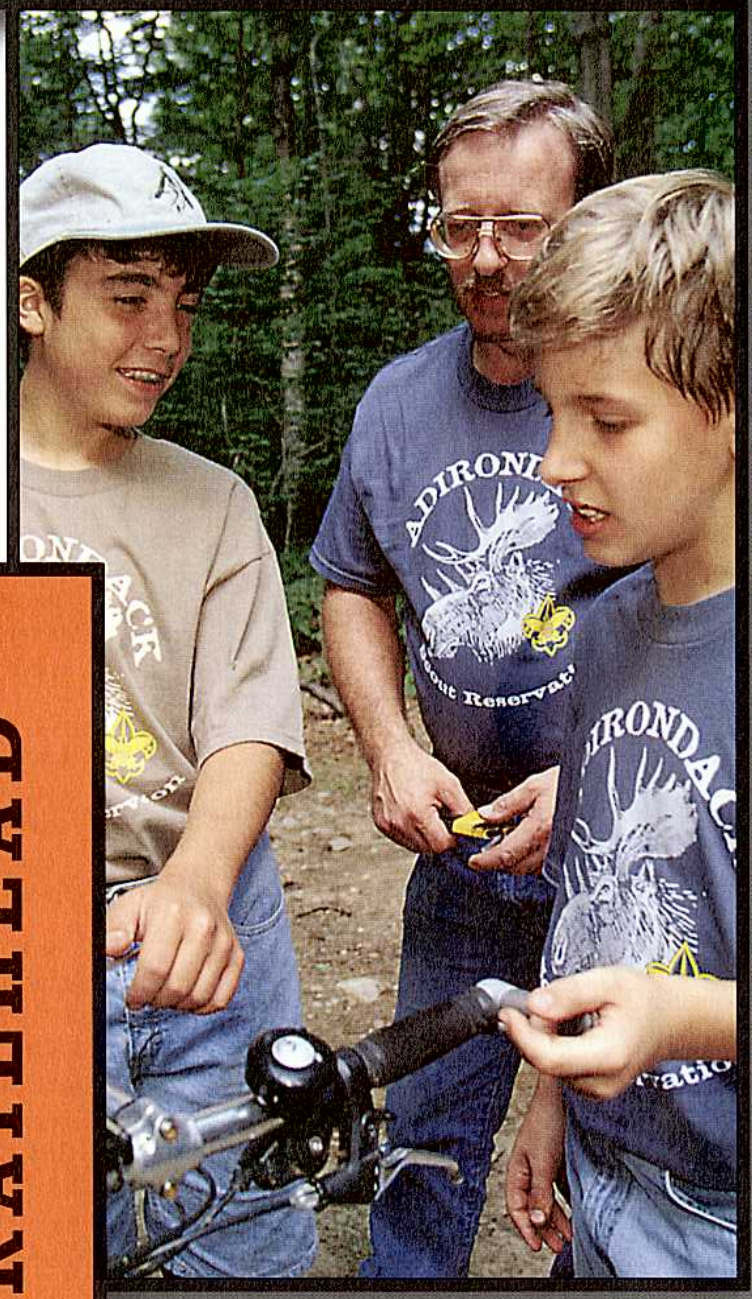
Before each meeting or troop activity, the senior patrol leader should phone each individual responsible for a part of the event to ensure that he is prepared. After each troop meeting or special activity, the senior patrol leader should hold a brief meeting of the patrol leaders' council in order to review the activity just completed, go over the plan for the next event on the troop's calendar, and modify any parts of the monthly plan that require adjustment.

Proper prior planning prevents pitifully poor performance.

IN SUMMARY

Time invested in planning a troop's program will be repaid many times over by providing Scouts with meaningful and exciting activities. Good planning allows the Scouts themselves to be the leaders of the troop as they draft annual and monthly plans, and then see those plans come to life.

THE OUTDOOR PROGRAM



9

TRAILHEAD

THE OUTDOOR PROGRAM

Scoutmasters have the ability to involve Scouts in outdoor programs that will help build their character, encourage citizenship, and develop their physical, mental, and emotional fitness. Camping is one of the primary tools used by the Boy Scouts of America to achieve these goals.

The place where Scouting works best is also where boys most want to be—outdoors. Outdoor program is the name of our game. Without it, a troop will struggle and might fail. Scouting without outing is like swimming without water—much more trouble than it is worth.

Here are just a few of the reasons a strong outdoor program is vital to the health of every Scout troop:

- The outdoors is a classroom without walls that's ideal for teaching and for learning Scout skills. In the outdoors, Scouts can immediately use the information they are mastering.
- When Scouts walk the same trail, cook and eat together, and share both the triumphs and challenges of outdoor living, they will discover much about practicing patience, respecting the opinions of others, doing their full share, and developing lasting friendships.
- On the trail and in camp, boy leaders face real leadership tests—ensuring that their patrols are fed and sheltered, keeping everyone safe, working together to solve problems that are within their abilities, and knowing how to get help when a situation demands it. Leadership comes to life in the outdoors.
- The outdoors is where adventure waits, presenting Scouts with opportunities to hike, camp, paddle canoes, and practice swimming and lifesaving. No matter where it is located, every troop can develop a program that builds on the outdoors throughout the year. Cycling, archery, fishing, orienteering, skiing, winter camping—where else but the outdoors can boys find themselves in the heart of Scouting's best adventures?

- Scouting brings boys together with the natural world—the land, forests, wildlife, lakes and rivers, mountains and seas. Like other Scout skills, the ability to appreciate and care for the environment is best learned where its impact is greatest—outdoors. The lessons of Leave No Trace ethics and respect for the land are woven into everything that patrols and troops do, and the lasting impact of those experiences can stay with Scouts throughout their lives.
- Mountains, rivers, valleys, plains, wildflowers, forests, wildlife of many species—the creations of our world inspire us. Even the weather and the seasons indicate the presence and the work of a being far greater than we. Boys become reverent in the presence of these mighty works.

As a Scoutmaster you have the good fortune of sharing outdoor adventures with young people. You don't have to possess the outdoor skills of Daniel Boone to have a good outdoor program. You will see firsthand the impact of the outdoors upon boys, the fun they can have in learning and leading, and the joy and growing confidence of Scouts in the field. By keeping Scouting where it belongs—in the outdoors—you can increase your own delight and satisfaction in leading an active, successful troop.

At a minimum, Scouts should be spending at least 10 days and nights outdoors each year. Among the opportunities for making that happen are the following:

- Troop and patrol hikes
- Short-term camping
- Resident camping
- Camporees and jamborees
- National and council high-adventure programs

RESOURCES FOR YOUR OUTDOOR PROGRAM

Scout leaders can draw on the outdoor knowledge and program support of many people. Begin with those already associated with your troop—parents and guardians, troop committee members, assistant Scoutmasters, members of the chartered organization, and registered merit badge counselors. Your neighborhood and Scouting district are also good sources—other troop leaders, district committee people, commissioners, council camping committee members, and the BSA's professional staff. You will encounter many of them at monthly roundtable meetings where you can share ideas not only for running an effective outdoor program, but also for any other aspect of troop leadership.

Training courses presented by your district and council are another ongoing feature of the Scouting calendar, and are open to Scoutmasters and their assistants, committee members, and other interested adults. Encourage your leaders to attend, and be sure to sign up yourself.

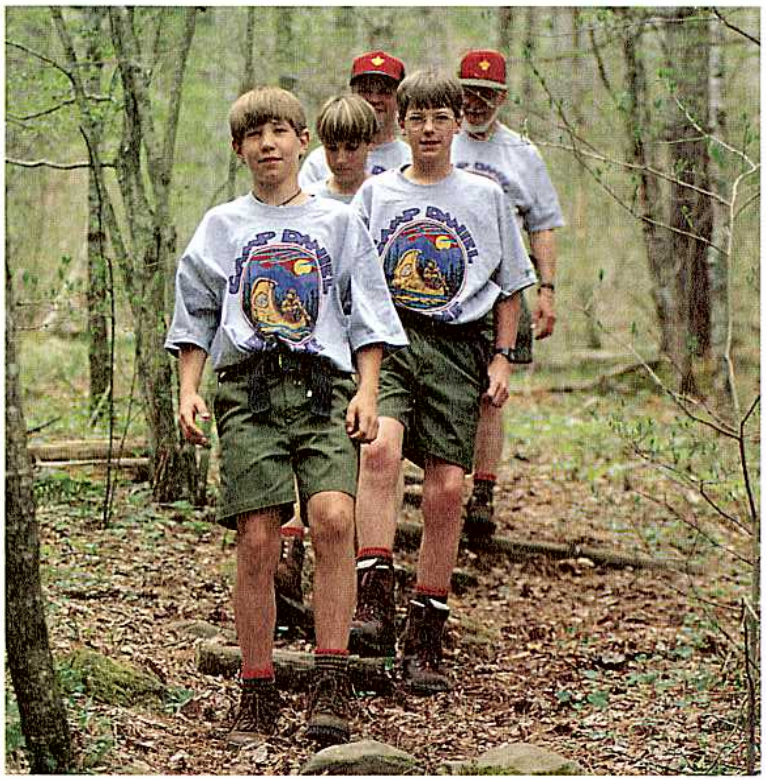
Many local councils maintain a *campmaster corps* of experienced Scouters who specialize in outdoor programs and techniques, and are trained to assist in short-term camping. You can arrange for their help when you plan your next overnight campout.

When it's time for a special troop outdoor program, such as skiing or canoeing, call on members of local groups that specialize in that activity. Almost every outdoor sport and hobby has its clubs and groups of experts who can help your troop plan and run a safe and exciting event. Rangers and land managers of public and private lands can also be strong allies in suggesting and supporting outdoor activities for young people. Libraries and bookstores can be great sources of publications about outdoor activities.

TROOP AND PATROL HIKES

Hiking can be one of Scouting's most enjoyable adventures. A hike allows boys to be together in new surroundings, to function as a group, and to have a great time. While hiking they can gain the confidence and learn the skills that will prepare them for campouts and other longer-term activities.

Hikes are often very simple. Scouts can decide on a destination and then allow the adventure to develop while they are walking. If they keep their eyes and ears open, they are likely to see and hear much that will capture their interest.



Other hikes might be more structured in order to achieve certain goals. An orienteering hike, for example, allows Scouts to use maps and compasses to find their way. Nature hikes focus the Scouts' attention on wildlife and vegetation, and can be especially successful if the Scouts are accompanied by someone with a knowledge of local plants and animals. Another hike might lead Scouts who have been practicing first aid to a staged accident scene for an opportunity to test their new knowledge.

If possible, plan hike routes along quiet backroads with little traffic, or avoid roads altogether. When road walking can't be avoided, Scouts should hike single file on the left side of the roadway facing oncoming traffic. Keep night hiking along roads at a minimum, and continue in the dark only if Scouts are carrying flashlights and wearing light-colored clothing, reflective vests, or white cloths tied around their right legs for visibility. **Never** allow hitchhiking—it can be dangerous, and it spoils the spirit of a Scout adventure.

Emphasize safety on every Scout outing. Scouts should dress for the season and wear shoes or boots that are comfortable and sturdy. During chilly or wet weather everyone should be on guard against hypothermia.

(For more information on current BSA policies and procedures meant to ensure safe activities, see *Guide to Safe Scouting.)*

PRINCIPLES OF LEAVE NO TRACE

1. PLAN AHEAD AND PREPARE

Proper trip planning and preparation helps hikers and campers accomplish trip goals safely and enjoyably while minimizing damage to natural and cultural resources. Campers who plan ahead can avoid unexpected situations, and minimize their impact by complying with area regulations such as observing limitations on group size.

2. TRAVEL AND CAMP ON DURABLE SURFACES

Damage to land occurs when visitors trample vegetation or communities of organisms beyond recovery. The resulting barren areas develop into undesirable trails, campsites, and soil erosion.

3. DISPOSE OF WASTE PROPERLY (PACK IT IN, PACK IT OUT)

This simple yet effective saying motivates backcountry visitors to take their trash home with them. It makes sense to carry out of the backcountry the extra materials taken there by your group or others. Minimize the need to pack out food scraps by carefully planning meals. Accept the challenge of packing out everything you bring.

4. LEAVE WHAT YOU FIND

Allow others a sense of discovery: Leave rocks, plants, animals, archaeological artifacts, and other objects as you find them. It may be illegal to remove artifacts.

5. MINIMIZE CAMPFIRE IMPACTS

Some people would not think of camping without a campfire. Yet the naturalness of many areas has been degraded by overuse of fires and increasing demand for firewood.

6. RESPECT WILDLIFE

Quick movements and loud noises are stressful to animals. Considerate campers observe wildlife from afar, give animals a wide berth, store food securely, and keep garbage and food scraps away from animals. Help keep wildlife wild.

7. BE CONSIDERATE OF OTHER VISITORS

Thoughtful campers travel and camp in small groups, keep the noise down, select campsites away from other groups, always travel and camp quietly, wear clothing and use gear that blend with the environment, respect private property, and leave gates (open or closed) as found. Be considerate of other campers and respect their privacy.

(For more on Leave No Trace outdoor adventures, see the *Boy Scout Handbook* and the *Fieldbook*, or visit *http://www.scouting.org*.)

RESIDENT CAMPING

Outings lasting more than five nights and six days are considered by the Boy Scouts of America to be *resident camping* experiences. For most Scouts, their first camping adventure of this duration takes place at their local council's summer camp or at the summer camp of a neighboring council.

Summer camp is a highlight of a Scout's experience. Scouts often spend more time acquiring knowledge and skills in one week of summer camp than they do in troop meetings throughout the year. In addition to summer camp, every troop should have 10 days and nights of camping during the year, ideally an outing every month.

Local Council Resident Summer Camp

A local council summer camp offers troops terrific outdoor learning experiences and plenty of fun in a framework that maximizes opportunities while minimizing effort. A council camp provides the setting (open country, campsites, room to roam), basic facilities (tents, waterfront, nature center, archery and rifle ranges), equipment (boats, canoes, recreational gear), and a trained staff (experts in aquatics, nature, woodcraft, field sports, first aid, and other Scouting skills).

Each troop is responsible for providing its own adult leaders for the duration of a summer camp adventure. A minimum of two qualified adult leaders must accompany the troop at all times. One of those leaders should be the Scoutmaster. Enjoying summer camp with the troop members is a superb chance for adult leaders and Scouts to continue building the partnership of trust and shared experience that carries the troop through the year.

If the Scoutmaster cannot attend camp even on a part-time basis, then a qualified troop committee member, assistant Scoutmaster, parent, or guardian should serve in the Scoutmaster's place. Make leadership assignments as far in advance as possible in order to avoid last-minute uncertainty.

Scouts attending summer camp will usually be expected to bring their own clothing, sleeping bags, and personal gear. The troop will also develop its own camp program—a plan for taking full advantage of the camp facilities, services, and staff. This plan allows troop members to schedule time to work on advancement requirements, to hike, to enjoy boating and swimming, and to engage in many other camp activities.

Camp Planning

Getting ready for summer camp should begin at the annual troop program planning conference. The patrol leaders' council can organize program events throughout the year so that Scouts can master the camping and outdoor skills they will be using at summer camp.

Financing summer camp is another issue requiring long-term planning. The Scoutmaster and patrol leaders' council should work closely with the troop committee to devise the most appropriate way to finance the summer camp experience for every boy who wants to go. In some cases boys pay their own

Tour Permits

For tours and trips under 500 miles one way, the local council establishes the guidelines for when a tour permit is required. At least one adult on the tour or trip must have completed BSA Youth Protection training. Tour permits establish high standards of health and safety for troop activities. A tour permit is an assurance to the Scouts' parents and guardians, and to the local council, that their tour will be well-planned, safe, and fun. (A copy of the local tour permit can be found in the "Forms" section of *Troop Program Resources.)*

A troop planning to travel more than 500 miles from home or outside the continental United States must get a national tour permit from its local council.

way. Other troops conduct fund-raising campaigns to help send their patrols to camp.

Some councils offer special precamp training sessions for adult leaders and selected junior leaders. The sessions can give you a head start on summer plans and enable you to better prepare your troop for camp. "More training," goes an old saying, "means less straining."

Proper promotion, planning, and budgeting can result in 100 percent summer camp attendance.

Promoting Summer Camp

Scoutmasters sometimes assume they don't need to promote an event that offers as much fun and adventure as does summer camp. But, with so many summer activities competing for the attention of young people, Scout camp might not be high on their lists unless it is energetically promoted.

Program events during the year can be developed with an eye toward providing Scouts with confidence that they will do well at summer camp and with enthusiasm so they will look forward to going. A special springtime meeting with parents and guardians can highlight the benefits of sending boys to camp, including Webelos Scouts who have recently joined the troop. Testimonials by Scouts who have been to camp, slide shows of a troop's previous camp experiences, and promotional materials provided by the council can help persuade boys and their families. The Order of the Arrow provides a camp promotional package and its members will often assist in camp promotion presentations.

SHORT-TERM CAMPING

A campout is often a program feature "big event." As the members of the patrol leaders' council plan a campout, they must consider what equipment and food will be needed, and how the Scouts will reach the campsite. Many troops will be able to provide boys with tents, stoves, and other group gear. Patrols can be assigned the duties of developing menus, purchasing food, and getting provisions ready to pack into camp. Food costs should be shared by all of the Scouts and leaders who take part. (For more on planning and carrying out successful camping trips, see the *Boy Scout Handbook; Fieldbook;* and *Troop Program Features, Volumes I, II, and III.)*

Short-term camping includes any Scout camping of less than five nights and six days. Convenient and appropriate campsites often can be found at a local council camp, a public park or forest, or on private land. Always secure the cooperation and permission of the BSA local council and land managers or property owners.

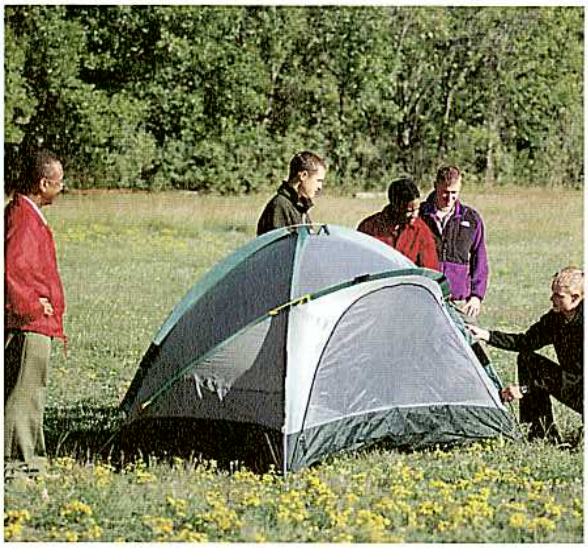
Here are some tips Scoutmasters and boy leaders can use to plan and run a good campout:

Purpose

Should a troop ever go camping just to have a good time? Of course. Every outing doesn't require a deep urgency about it. However, at any well-planned camp, Scouts will naturally pick up new skills and improve upon old ones. They might identify a new bird, make a new friend, cook a better meal, figure out how to follow a map more efficiently, fire up a camp stove, or make a more comfortable bed for the night. Campouts are rich with learning potential, and that itself is a very good purpose for any Scouting activity.

A troop campout might also have a theme based on its monthly program feature. Aquatics, environment, first aid, fishing, hiking, nature study, orienteering, cooking, tracking, wilderness survival, winter camping, and interpretive programs all lend themselves to overnights and weekend outings.

The patrol leaders' council might devise its own theme for a camping trip. If planned ahead with park officials, for example, patrols might camp near the location of a trail repair project or revegetation site. With the guidance of park personnel, Scouts could complete some of the work—a service project that gives something back to the land they are enjoying.



Leadership

Every campout and short-term camp must have a qualified adult leader, at least 21 years of age, in charge and at least one more responsible adult participating—more adults if the group is large. A good ratio is one adult per patrol. If the Scoutmaster cannot attend, an assistant Scoutmaster or troop committee member may take the Scoutmaster's place. Of course the senior patrol leader will be on the job working with patrol leaders who, in turn, will be guiding their patrols.

Scouts may not depart for a camping trip unless a two-adult minimum of leadership is assured. (For more on two-deep leadership standards, see chapter 11, "Working With Boys.")

The Campsite

How do you find a good campsite? Your local council might have a list of suggestions. Scouters attending district roundtable meetings often share their favorites. Your troop committee, parents and guardians, and chartered organization members might know of places. National, state, and local parks and forests often have camping areas, many of them set aside especially for groups the size of a Scout patrol or troop. Also, many Order of the Arrow lodges publish "where to go camping" booklets.

Contact the owners or managers of any potential campsite well in advance of the Scouts' arrival. If it will be the troop's first visit to a campground, try to make a personal visit to the person in charge of the area. He or she can be a great ally to you over the years and a tremendous source of information, support, and guidance. Get off on the right foot by doing all you can to build a good working relationship.

When you meet, explain what the Scouts are planning, the size of the troop or patrol, and the group's level of expertise in using Leave No Trace camping skills. Explore the opportunities available in that particular forest, park, or private land. Pay close attention to any regulations the land manager might explain. To protect natural resources or to enhance the outdoor experience of other people, a land management agency or property owner might limit group size, prohibit the use of campfires, or impose other guidelines on activities.

Scouts and their leaders must understand all regulations and then obey them to the letter. Scouts are guests on public and private lands. By proving they can act responsibly, they will ensure that they and future Scouts will have similar opportunities to enjoy the outdoors.

Scouts moving under their own power with their packs on their backs are getting into the spirit of a campout long before they reach the place where they'll pitch their tents. Whenever possible, plan to hike at least part of the way to a campsite.

Making Camp

An exciting part of camping out is making the camp itself. Pitching tents, setting up dining flies, establishing a kitchen area, and preparing ground beds are all tasks that Scouts thrive on doing. Guide them where your input will be helpful, help them with any issues of safety and Leave No Trace camping methods, but allow them plenty of leeway to make the camp their own. (For guidelines on making camp, see the *Boy Scout Handbook* and *Fieldbook.)*

Program

Help your patrol leaders' council develop Scouting activities the outdoors seems made for—nature, advancement skills, exploration, tracking and compass challenges, environmental awareness, cooking specialties, star hikes, and conservation Good Turns. Stress safety and use the patrol system all the way.

Scouts planning a campout can consider the opportunities presented by the area they will visit. Is there a lake or stream for boating, fishing, or swimming? Is there a "hike within a hike" possibility, such as an abandoned railroad track leading to a park or farm? Are there deep woods and animal trails for wildlife observation? Is there a hill to climb, a meadow for a wide game, or a "lost" trail to a "secret" campfire site? Latch onto these exciting opportunities whenever you can. They can turn a conventional overnight into an unforgettable experience.

Rainy-Day Activities

The first Scoutmaster to see the need for rainy-day activities was the Scoutmaster who spent a rainy day without any activities to occupy a damp and restless troop. Be prepared when that rainy day comes, because it will.

A troop should be ready for the weather it expects to encounter. That might mean setting up tarps or large group tents. The expectation of wet weather can also affect menus.

Scouts might want more in the way of hot drinks and nutritious snacks to get them through stormy days and nights.

Scouting literature such as the *Boy Scout Handbook; Patrol Leader Handbook; Senior Patrol Leader Handbook; Fieldbook;* and *Troop Program Features, Volumes I, II, and III* overflow with ideas for games, skits, skills, contests, and problem solving that can be adapted for use in tents or under a tarp. Ask a junior leader to pull together some of the best of these ahead of time for use when the rain begins. Because it will.

Over time, troop leaders are often pleasantly surprised to discover that Scouts remember the misadventures of difficult campouts every bit as fondly as they remember the outings that went smoothly.

Leadership Help

Draw on other people to enhance Scout campouts. Experienced Scouters from other troops might be willing to visit your campsite and share some of their expertise. Park and forest rangers are often eager to get acquainted with groups using public lands to help build healthy working relationships. Sometimes a council provides outdoor skills education and assistance through the campmaster corps—the volunteer group of experts we mentioned earlier.

WHAT'S FOR SUPPER?

Scouts in the outdoors need to feed themselves at least three times a day. That's a powerful incentive for them to learn efficient ways of planning menus, shopping for food, packing and storing provisions, cooking outdoors, and cleaning up. Here are some considerations that will help your Scouts keep themselves well fed and enjoy the process of making it happen:

Patrol Cooking

Scouts usually cook and eat by patrols. Every Scout shares in the duties—and learns. Members of the new-Scout patrol might benefit from some friendly coaching by the senior patrol leader, troop guide, and the assistant Scoutmaster assigned to them.

Planning Menus

Good meals begin with good menus that include ingredients from the major food groups and are reasonable in cost, easy to prepare, and popular with Scouts. The *Boy Scout Handbook* contains menu-planning tips, recipes for camp meals, an overview of cooking methods, and a chart to help Scouts estimate the serving-size quantities they will need.

Just as each patrol cooks together, so should each patrol plan its menu, estimate the cost, and collect contributions from its members to cover the expense. The senior patrol leader, troop instructors, and adult leaders may help patrols review their menus and price lists.

Important considerations during menu planning include how the provisions will be transported to camp and how trash and uneaten food will be carried

out for proper disposal. Scouts should figure ingredient amounts carefully so that they will not have to deal with many leftovers. If the campsite will be near a road and the weight of packs is not an issue, the menu can rely more on fresh foods and canned goods. A patrol might even want to bring extra pots and pans to create special feasts.

One of the great lessons of outdoor life is that of simplicity.

The farther Scouts will hike, though, the more critical it is that their loads be minimized by relying on grains, pasta, dried and dehydrated ingredients, and other foods that are lighter in weight. Removing foods from the original store packaging and stowing them instead in plastic bags can further reduce weight and save space. This will also prevent cardboard and other packing materials from getting into the backcountry.

Shopping for Food

For many Scouts, shopping for food will be a new experience. Some might find it confusing, others exhilarating. However, unless menus have been planned with due regard to cost, patrols might run out of money before they run out of shopping list. That can be a powerful learning opportunity, but a more rewarding experience would be planning well in the first place.

Learning to Cook

Just as parents and guardians can be sources of help for Scouts organizing menus and shopping for food, they can also encourage boys to learn some of the cooking fundamentals in the family kitchen. Scouts who help out with meal preparations at home can become familiar with cooking techniques that translate readily to the campsite.

New-Scout patrol members might want to include a cooked noon meal during a day hike. Cooking a couple of simple dishes over a backpacking stove can give them—perhaps for the first time ever—a chance to fix a meal for themselves outdoors. The experience can greatly increase their confidence and help get them ready to prepare meals during overnight camping trips.

Preparing Meals in Camp

By the time a patrol arrives at a campsite, the planning that has been done should ensure that the Scouts are carrying the food and cooking gear needed for tasty, nutritious meals that will power them through their time away from home. Now just one challenge remains—who will do it all? Who will cook? Who will fuel and light the stoves, or gather kindling and build a fire? Who will haul water for cooking and washing? Who will clean up afterward? And who will take over those jobs for the next meal, and the meal after that?

One solution is for a patrol to work out a duty roster that clearly spells out who does what at each meal. The following chart is for a seven-day outing such as at summer camp. For shorter trips, several Scouts can share each duty, rotating through the chart over a number of adventures rather than just one.

Sample Duty Roster

	Stoves	Water	Cooking	Cleanup
Friday	Leo	Pham	Bob	Angelo
Saturday	Julio	Leo	Pham	Bob
Sunday	Frank	Julio	Leo	Pham
Monday	George	Frank	Julio	Leo
Tuesday	Angelo	George	Frank	Julio
Wednesday	Bob	Angelo	George	Frank
Thursday	Pham	Bob	Angelo	George

Eating Camp Meals

The senior patrol leader and other older Scouts can set the tone for how Scouts should act at mealtime. Have a pot of water and bar of soap at the edge of camp so each Scout can wash his hands before cooking or eating. The patrol leader can then ask his Scouts to get their plates and utensils and gather for a moment to give thanks for the meal.

Cooks should instruct patrol members on how the meal will be served. Each Scout might be allotted certain amounts—two slices of cheese, for example, with seconds after everyone has had their first share. It's usually a good idea for the cooks to serve out fair portions of soups, pasta, stews, and other large-pot dishes.

Many patrols make a practice of inviting a Scout leader to join them for a meal. In addition to being a gracious gesture, it encourages patrols to do their best in preparing the meal and provides a pleasant way for Scouts and troop leaders to more closely share the outdoor adventure.

Cleaning Up

A patrol planning a campout should give careful consideration to how it will clean up after meals. If the outing will take place at a camp with trash containers and facilities for washing up, patrol members will find the job to be about the same as at home. However, if the Scouts are backpacking into camp, they must be prepared to deal with all of their litter and garbage in ways that leave no sign the Scouts were ever there. Leave No Trace camping involves some commonsense skills that are easy to master and should become a natural part of every Scout's outdoor habits.

Scouts in charge of cleanup can accelerate the process by heating a pot or two of water on the stove or campfire while the patrol is eating. When the meal ends, the Scouts can set out one pot of hot water containing biodegradable soap, a second pot of hot rinse water containing a few drops of a sanitizing agent such as bleach, and a pot of cold water for a final rinse. If each Scout washes his own dishes and a pot or a cooking utensil, the work will be done quickly and no one will have to spend a long time at it.

Troop members should be willing to carry out of the backcountry everything they carry into it. Because they will have eaten most of their food, their packs will be much lighter even as they carry every empty can, container, box, and bag. It's that simple.

Lightweight camp stoves allow patrols to cook in areas where open fires are not permitted. The BSA approves of Scouts using liquid fuel and compressed gas stoves under the supervision of knowledgeable adults. In addition to protecting the land, stoves make cooking and cleanup fast and efficient.

(For more on camp cleanup, see the *Boy Scout Handbook* and *Fieldbook.)*

SLEEPING IN CAMP

While the outdoor leadership of patrols rests on the shoulders of junior leaders, you as Scoutmaster will want to follow up on the Scouts' preparation of their tents and ground beds to make sure that they will be comfortable, warm, and dry. Few situations discourage Scouts more than struggling through the night in a rain-soaked sleeping bag or in a tent pitched on sharp roots and rocks. Encourage Scouts to change into long underwear, sweat suits, or any other weather-appropriate sleepwear before going to bed. The clothing they wore during the day might have become damp, and that can lead to an uncomfortable or chilly night.

At the patrol leaders' council meeting preceding a campout, you might want to come to an agreement on the group's expectations for bedtime and wake-up time to ensure that the Scouts get enough rest but still have enough time to achieve all they want to do. The patrol leaders might decide, for example, that they will ask Scouts to be in their sleeping bags by 10:00 P.M. and quiet by 10:30. Junior leaders and other older Scouts can then set an example for the younger Scouts to follow.

As Scouts settle into their tents, make a bed check before you retire and be sure every Scout and leader is accounted for. There must always be at least two qualified adult leaders in camp.

BREAKING CAMP

Before departing a campsite, each patrol leader should lead his Scouts in cleaning up their area and making a thorough sweep through the camp. Their goal is to leave the site with no sign that the patrol had ever been there. In many troops, the patrol cannot depart until the senior patrol leader inspects the campsite and approves the Scouts' efforts to leave it better than they found it.

When everyone is ready to go, call them together in a circle of friendship and give thanks for the good time you had together and for the good times to come.

Scoutmaster's Campsite Quick Checklist

There are dozens of details that, when properly addressed, can increase the success of a campout. With the senior patrol leader and patrol leaders showing the way, the Scouts themselves will have the responsibility of setting up and running their camp. The following checklist can serve as a reminder of key issues for adult leaders to watch for as a troop goes camping.

While Setting Up Camp

Site

- ☐ Campsite chosen according to Leave No Trace guidelines?
- ☐ Kitchen area and tent locations determined before camp setup begins?

Tents

- ☐ Tents properly pitched to keep out wind and rain?
- ☐ Guylines tied with correct knots and properly staked down?
- ☐ Ground cloths under the tents to shield tent floors from abrasion and ground moisture?

Personal Gear and Bedding

- ☐ Sleeping bags and pads stowed inside tents?
- ☐ Clothing and other personal gear neatly stored in packs?

Kitchen Area

- ☐ Dining fly set up?
- ☐ Food stowed to keep it safe from weather and wildlife?
- ☐ Sites for stoves or open fires properly prepared using Leave No Trace guidelines?
- ☐ Plans made for wastewater disposal?
- ☐ Soap and water set out for Scouts to wash hands before cooking and eating?

Latrine

- ☐ Toilet facilities (if available) require cleaning or other attention?
- ☐ General locations of catholes (if used) are understood by all?
- ☐ Every Scout trained to use catholes and latrines in an environmentally sound manner? (If not, teach Scouts **before** they begin their campout rather than when they are in dire need.)
- ☐ Toilet paper on hand?

During the Campout

Site

- ☐ Area clean and orderly? Litter picked up?

Tents

- ☐ Kept taut? Bedding and personal gear neatly stowed?

Kitchen

- ☐ Food properly stored?
- ☐ Utensils and dishes kept clean and orderly?
- ☐ Cooking and dining areas neat?
- ☐ Patrols following duty rosters for meal preparation and cleanup?
- ☐ Scouts washing hands with soap and water before cooking and eating?
- ☐ Dishwater disposal and management of trash and leftovers done according to Leave No Trace guidelines?

Scouts

- ☐ Appropriately dressed for the weather and the activities?
- ☐ Following personal cleanliness habits (within reason)?
- ☐ General health okay?

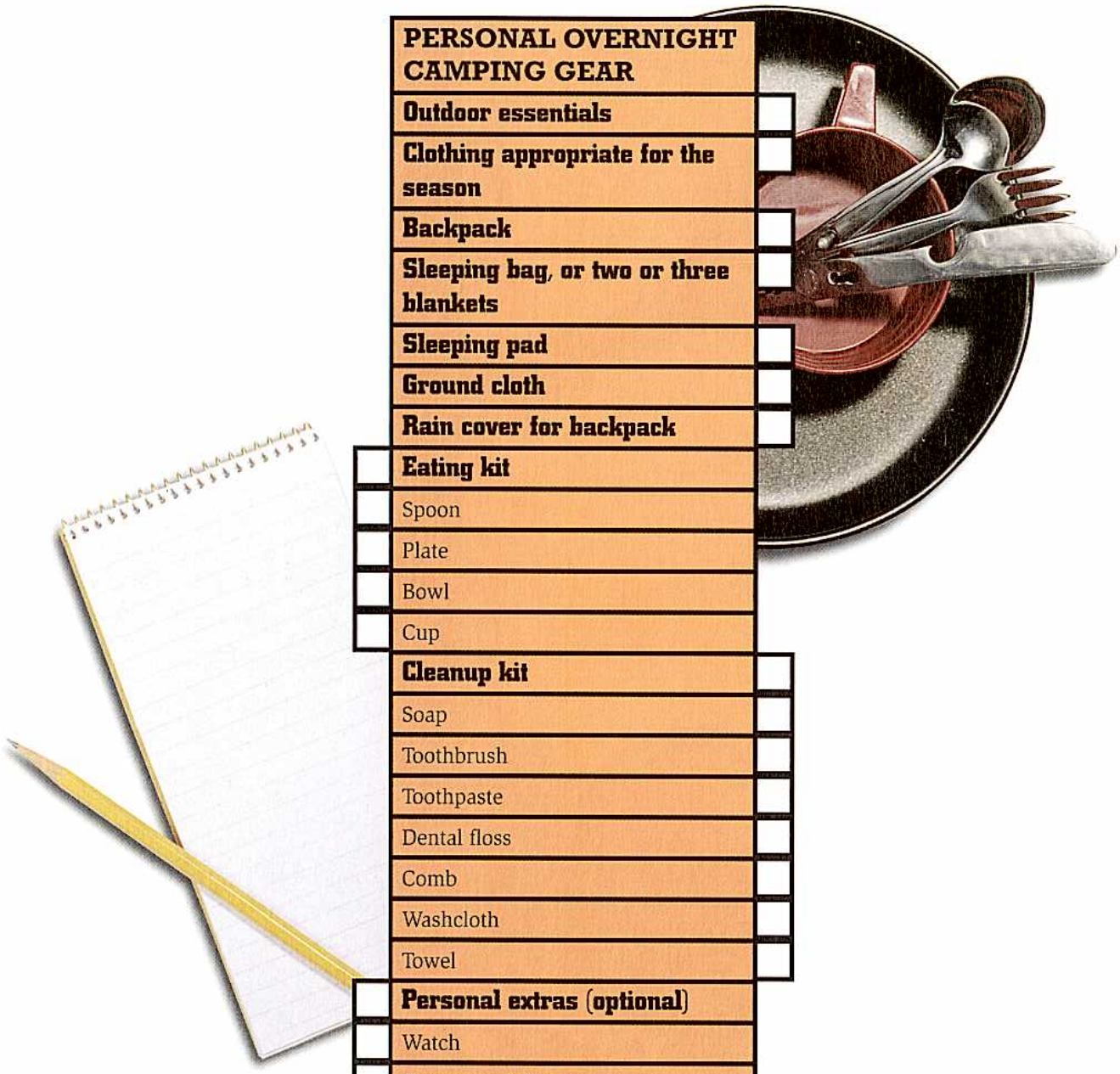
While Breaking Camp

- ☐ Personal and group gear packed and ready for the trip home?
- ☐ Trash packed for transport?
- ☐ All catholes properly covered? All toilet paper disposed of properly?
- ☐ In permanent fire sites, fires cold out and fireplaces cleaned of any litter and bits of leftover food?
- ☐ Where appropriate, a courtesy firewood supply left for the next campers?
- ☐ Look over the campsite again from a Leave No Trace point of view. Are there any other steps Scouts can take to remove evidence of their presence in the area?

PERSONAL EQUIPMENT

The *Boy Scout Handbook* simplifies the issue of what a person needs to take on outdoor adventures by suggesting that each Scout carry the outdoor essentials on every outing. That way he will be in the habit of having what he needs to be self-sufficient.

The outdoor essentials will see Scouts through most day hikes. For campouts and trips of greater duration, a Scout can add the personal overnight camping gear listed on page 95. Each item in this and the following lists is more fully described in the *Boy Scout Handbook:*



PERSONAL OVERNIGHT CAMPING GEAR

- [ ] **Outdoor essentials**
- [ ] **Clothing appropriate for the season**
- [ ] **Backpack**
- [ ] **Sleeping bag, or two or three blankets**
- [ ] **Sleeping pad**
- [ ] **Ground cloth**
- [ ] **Rain cover for backpack**
- [ ] **Eating kit**
- [ ] Spoon
- [ ] Plate
- [ ] Bowl
- [ ] Cup
- [ ] **Cleanup kit**
- [ ] Soap
- [ ] Toothbrush
- [ ] Toothpaste
- [ ] Dental floss
- [ ] Comb
- [ ] Washcloth
- [ ] Towel
- [ ] **Personal extras (optional)**
- [ ] Watch
- [ ] Camera and film
- [ ] Notebook
- [ ] Pencil or pen
- [ ] Sunglasses
- [ ] Small musical instrument
- [ ] Swimsuit
- [ ] Gloves

TROOP AND PATROL EQUIPMENT

The gear a troop or patrol needs for camping depends in part on the kind of adventure they are planning, the location of their camp, and the weather they expect. The following list of items will outfit a troop or patrol for nearly any situation:

TROOP OVERNIGHT CAMPING GEAR
Tents with poles, stakes, ground cloths, and lines
Dining fly
Nylon cord, 50 feet
Backpacking stoves and fuel
Group first aid kit
Cook kit
Pots and pans
Spatula, large spoon and/or ladle (depending on menus)
Plastic sheets, two 4-by-4-foot
Matches and/or butane lighters in waterproof containers
Cleanup kit
Sponge or dishcloth
Biodegradable soap
Sanitizing rinse agent (bleach)
Scouring pads (no-soap type)
Plastic trash bags
Toilet paper in plastic bag
Repair kit
Thread
Needles
Safety pins
Troop extras (optional)
Hot-pot tongs
Camp shovel
Water container, one 1-gallon or two ½-gallon collapsible, plastic
Washbasin
Grill
Pot rods
Patrol flag
Small U.S. flag
Ax
Camp saw

Acquiring Troop Gear

How does a troop get its equipment? Generally, it is purchased with funds from the troop treasury. Sometimes a troop "inherits" usable items from parents and guardians, the chartered organization, or other local supporters of Scouting. Some troops choose to make certain items. The BSA Supply Division catalog contains much of the equipment Scouts can use. Troops might also find inexpensive cooking utensils and other items at surplus stores, secondhand outlets, and yard sales.

Do some research before investing in a new piece of equipment:

- Will it fill a definite need?
- Is there space to store it?
- Is it in good condition and safe to use?
- Are there any hidden costs? Must the troop buy a rooftop carrier, for example, in order to use a "free" canoe?

The final question might be, "Can we afford it?" Sometimes paying more for quality equipment is a better decision in the long run, than buying cheaper gear that won't be as durable.

Storing and Caring for Troop Equipment

Here are a few commonsense guidelines:

- Write, stencil, or engrave identifying information on group equipment. If possible, include a telephone number. That will increase the likelihood that items will be returned if they have been inadvertently left behind or have become mixed in with the gear of other troops.
- Store group equipment in a locked space where dampness and temperature extremes are not a concern.
- The troop quartermaster can work with a member of the troop committee to organize the gear and set up an efficient checkout system.
- Check the condition of an item after each use. If it should be cleaned or repaired, arrange for that to be done as soon as possible or retire the item from the troop's inventory and remove it from storage.
- Keep a list of the gear on hand. That will help troop leaders plan future equipment acquisitions to meet the troop's needs.

Tents

Two-person tents are practical for most patrol and troop camping. They can be carried in backpacks and are available with sewn-in floors and insect netting. (Be sure they are seam-sealed.) Two Scouts in a tent can also strengthen a troop's use of the buddy system. A tarp or dining fly (about 12 feet square) will fend off rain and hot sun when the patrol is eating and protect gear stored underneath it at night.

No Flames in Tents

There is no such thing as a fireproof tent. The safety of all Scouts depends on strict adherence to the following rules:

- Only flashlights and electric lanterns may be used as light sources in tents.
- Sources of flame must never be used in or near tents. These include matches, candles, and fuel-burning stoves, heaters, and lanterns.
- Tents must be pitched well away from fire sites.
- Keep flammable chemicals away from tents. These include charcoal lighters and aerosol cans.
- Use electricity in tents with care.
- Obey all fire ordinances and regulations that apply to your camping area.

The BSA recommends that the slogan, No flames in tents!, be stenciled on the inside ceiling of tents used by Boy Scouts.

TREK SAFELY

Older Scouts seek increasingly challenging activities, many of which involve trekking in backcountry or wilderness areas. Treks can include such high-adventure activities as backpacking, canoeing, caving, horse packing, kayaking, mountain biking, mountaineering, rafting, sailing, and skiing. Trek Safely, the BSA's recommended procedure for organizing outdoor treks, applies to overnight treks of any duration. By being aware of the following seven points of Trek Safely, youth and adult leaders will be better prepared for a safe trekking experience.

Each of the following elements plays an important role in the overall Trek Safely procedure. Fun and safe overnight trekking activities require compliance with Trek Safely by both adult and youth leaders.

1. **Qualified Supervision.** All backcountry treks must be supervised by a mature, conscientious adult at least 21 years of age who understands the potential risks associated with the trek. This person knowingly accepts responsibility for the well-being and safety of the youth in his or her care. This adult supervisor is trained in and committed to compliance with the seven points of the BSA's Trek Safely procedure. One additional adult who is at least 18 years of age must also accompany the unit.

   The lead adult is responsible for ensuring that someone in the group is currently trained in first aid appropriate to the type of trek and the environment. American Red Cross Wilderness First Aid Basic (a 16-hour course) and CPR are recommended. A signed parental informed consent form for each participant under 18 years of age may be used for adventurous activities such as whitewater, climbing, and horse packing treks.

2. **Keep Fit.** Require evidence of fitness with a current BSA Personal Health and Medical Record—Class III form, No. 34412A. A regular fitness regimen is recommended for trek participants. They are urged to start slowly, gradually increasing the duration and intensity of their exercise. The adult leader should adjust supervision, protection, and planning to anticipate potential risks associated with individual health conditions. Neither youth nor adults should participate in a trek or activity for which they are not physically prepared. See *Passport to High Adventure,* No. 4310.

3. **Plan Ahead.** Planning a trek includes filing a tour permit application with the local council service center at least a month before the departure date. If travel of more than 500 miles is planned, submit the National Tour Permit Application, No. 4419B. For activities off the local council property and within 500 miles of home base, submit the Local Tour Permit Application, No. 34426B.

   The trek should match the maturity, skill level, and fitness of unit members. A youth or adult leader must secure land-use permits to use public land or written permission from the owner to cross or use private land. It is also crucial to learn about any requirements and recommendations from the local land manager. Find out about the terrain, elevation ranges, trails, wildlife, campsites, typical weather conditions, and environmental issues for the period of the trek.

Training in Leave No Trace using the *Principles of Leave No Trace*, No. 21-105, and the Leave No Trace Training Outline, No. 20-113, is crucial. Units should anticipate a range of weather conditions and temperatures and develop an alternate itinerary in the event that adverse conditions develop.

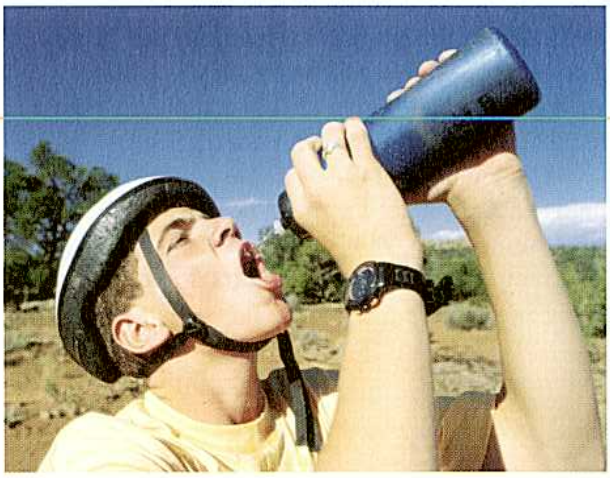
4. **Gear Up.** Procure topographic maps, as well as current trail maps, for the area of the trek. Take equipment and clothing that is appropriate for the weather and unit skill level, is in good condition, and is properly sized for each participant. A qualified youth or adult leader ensures that participants are trained in the proper use of specialized equipment, particularly items with which they are not familiar, such as climbing ropes, ice axes, crampons, watercraft, bridles, saddles, and cross-country skis and poles. A shakedown must be conducted to be sure each person has the right equipment without taking too much.

   Crew equipment includes a first-aid kit stocked with current medications and supplies. The leader reminds youth and adults to bring and take prescribed medications. Every crew must have the means to treat water for drinking by boiling it, treating it with chemicals, or using an approved water filter. When ultraviolet light (sunlight) is prevalent, it is critical that participants have adequate sun protection, including broad-brimmed hats, sunglasses, and sunscreen.

5. **Communicate Clearly and Completely.** Communication is one of the keys to a safe outdoor adventure, and staying in touch with home base is the first step. A youth or adult leader should complete a trip plan and share these details of the trek—including time of departure, overnight stops, the time of expected return, the trailhead (where vehicles will be parked) and the itinerary and alternate itinerary—with a contact person in the home area. At any time the itinerary changes, one of the leaders relays the changes to the contact person, who in turn relays them to the Scouts' parents. A plan for communicating with each parent is developed before the trek.

   A means of electronic communication—with backup power—may be helpful should an emergency occur. The leader should carry the telephone numbers or contact information of medical and emergency services in the area of the trek. Before calling for emergency assistance, the exact location and nature of the patient's injury or illness should be determined.

   Youth and adult leaders are responsible for making sure that everyone knows what to expect and what is expected of them. Leaders should communicate with each other, as well as with the entire crew, to avoid unpleasant surprises.



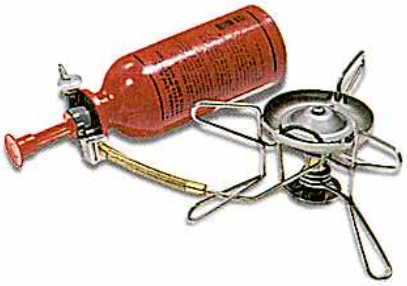
6. **Monitor Conditions.** The leaders are responsible for making good decisions during the trek, conservatively estimating the capabilities and stamina of the group. If adverse conditions develop, the group is prepared to stop or turn back. The unit is responsible for monitoring weather conditions and forecasts before and during the trek—a small National Oceanographic and Atmospheric Administration (NOAA) radio is helpful for learning current weather forecasts. Leaders continually assess conditions, including weather, terrain, group morale, food and water supplies, group physical condition, and other factors to determine the difference between what is difficult and what is dangerous. Dangerous conditions are avoided.

7. **Discipline.** Each participant knows, understands, and respects the rules and procedures for safe trekking and has been oriented in Trek Safely. Applicable rules should be presented and learned prior to the outing and should be reviewed with participants before the trek begins. When participants know the reasons for rules and procedures, they are more likely to follow them. Adult and youth leaders must be strict and fair, showing no favoritism.

Guidelines for Safely Using Camp Stoves and Lanterns

Lightweight camp stoves allow troops and patrols to more easily camp in many areas without leaving a trace. Stoves can also make cooking and cleanup easier, especially in foul weather and at sites where firewood is not readily available. To ensure their safety and the safety of others, Scouts using stoves and lanterns must at all times heed the following rules:

- Use, refuel, and store stoves and lanterns only with the supervision of a knowledgeable adult and only where allowed.
- Operate and maintain stoves and lanterns according to the manufacturer's instructions.



CAMP STOVE

- Store fuel in approved containers. Keep fuel containers well away from campfires, burning stoves, and all other sources of heat.
- Allow hot stoves and lanterns to cool completely before changing compressed-gas cartridges or refilling from containers of liquid fuel.
- Refill stoves and lanterns outdoors and a safe distance from any sources of heat, including other stoves or campfires. Use cartridges or fuel expressly recommended for your stoves by the manufacturer. Use a funnel to pour liquid fuel into a stove or lantern. Recap the fuel container and the stove or lantern. Before lighting the device, wait until any spilled fuel has evaporated.
- Do not operate stoves or lanterns inside buildings with poor ventilation. Never fuel, light, or operate a gas stove or lantern inside a tent, snow cave, or igloo.
- Place a stove on a level, secure surface before lighting. On snow, place the stove on a six-inch-square piece of plywood to insulate it from the cold and lessen its tendency to tip.
- Have stoves and lanterns checked periodically by knowledgeable adults to make sure they are in top working condition.
- Follow the manufacturer's instructions for lighting a stove. Keep fuel containers and extra canisters well away. Keep your head and body to one side in case the stove flares up.
- Never leave a lighted stove or lantern unattended.
- Do not overload a stove with a heavy pot or large frying pan. When cooking requires a pot capacity of more than two quarts, set up a separate grill with legs to hold the pot, then place the stove under the grill.
- Carry empty fuel containers home for proper disposal. Do not place them in or near fires, or in trash that will be burned.

OTHER OUTDOOR OPPORTUNITIES

Here are some other activities and special events designed to put even more *outing* in *Scouting:*

Camporees

Camporees are weekend campouts on a district or council level that bring together a number of troops to share their skills and develop friendships. Camporees are sometimes held near populated areas so that the public can see for themselves the outdoor program of Scouting.

Jamborees

The national jamboree is a gathering of thousands of Scouts from all over the country. Each jamboree features more than a week of camping skills, exhibits, arena shows, and special events. Held every four years, national jamborees are memorable experiences for all Scouts and leaders who attend.

World jamborees, also held every four years, are unique opportunities for young people from many countries to camp with each other, share knowledge, develop friendships, and enjoy the spirit of international Scouting.

National High-Adventure Areas

The Boy Scouts of America operates three special high-adventure areas:

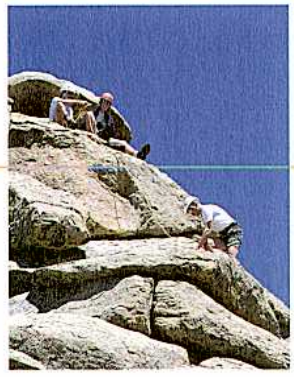
Northern Tier National High Adventure Programs based in the superb canoe country of northern Minnesota and Canada offer challenging canoe expeditions, fishing, and backcountry camping—plus skiing and other cold-weather activities during the winter months. For more information, contact

Northern Tier National
High Adventure Programs
Boy Scouts of America
5891 Moose Lake Road
P.O. Box 509
Ely, MN 55731-0509
218-365-4811

Florida National High Adventure Sea Base in the Florida Keys specializes in sailing, scuba diving, snorkeling, fishing, oceanography, and other exciting marine activities. For more information, contact

Florida Sea Base
Boy Scouts of America
73800 Overseas Highway
P.O. Box 1906
Islamorada, FL 33036
305-664-4173

Philmont Scout Ranch, encompassing over 137,000 acres in New Mexico's rugged Sangre de Cristo Mountains, offers rock climbing, wilderness survival, horseback riding, archaeology, trout fishing, and backpacking along miles of scenic trails to campsites in remote valleys and at the edges of alpine meadows. For more information, contact



Philmont Scout Ranch
Cimarron, NM 87714
505-376-2281

Council High-Adventure Bases

The Boy Scouts of America Web site features a directory of more than 60 opportunities for treks. Participants must be at least 13 years of age by January 1 of the year attending, or have completed the seventh grade. These programs include canoeing, rafting, backpacking, horse trekking, sailing, and caving. The Web site includes information and forms to help a troop or Varsity Scout team prepare for a high-adventure trek.

Family Camping

Any family with at least one adult registered with the Boy Scouts of America may camp at more than 250 Boy Scout camps with family facilities. Many are free. Facilities vary from simple tent sites to recreational vehicle hookups and even cabins. Check with your local council for more information.

THE OUTDOOR CODE

Outdoor Code
As an American, I will do my best to—
Be clean in my outdoor manners,
Be careful with fire,
Be considerate in the outdoors,
and
Be conservation-minded.

The Outdoor Code reminds all members of the Boy Scouts of America how important it is to care for the environment. The code's ideals have special meaning whenever Scouts are camping, hiking, and taking part in other outdoor events. Being clean in their outdoor manners, careful with fire, and considerate means troop members can enjoy the outdoors to the fullest, but in ways that do the environment no harm. Being conservation-minded encourages the protection and the thoughtful use of natural resources. Scouts and adult leaders can also roll up their sleeves and do their part in service projects that improve the condition of wildlife, water, air, forests, and the land itself.

As a Scoutmaster, you can be a very positive role model for young people as they learn how to care for the environment. The wisdom Scouts gain about the outdoors through their Scouting experiences can direct their actions wherever they are, whatever they do, and at every stage of their lives. Your commitment to the Outdoor Code and your efforts to leave no trace will make a positive difference in the quality of the environment today and for generations to come.

SAFETY IN THE OUTDOORS

Outdoor adventures take Scouts into environments that are different from what they are used to at home and in school. A challenge for Scout leaders is to help boys accept the responsibility of taking care of themselves in camp and on the trail. Rather than issuing lists of "don'ts," Scoutmasters can present the case for personal responsibility in positive ways. A critical part of the process is for Scoutmasters themselves to be good role models in the outdoors. From making wise decisions that ensure personal safety to following Leave No Trace camping and hiking standards, a Scoutmaster's actions will carry far more weight than words.

Every Scout troop should carry a first aid kit. Of course, first aid supplies are of little use if no one knows what to do with them. Scoutmasters and other adult leaders are encouraged to avail themselves of first aid training offered by the Boy Scouts of America, the Red Cross, and other certified organizations. (For more on first aid kits for groups and for individual Scouts, see the *Boy Scout Handbook.)*

No Flames in Tents

There is no such thing as a fireproof tent. The safety of all Scouts depends on strict adherence to the rules shown on page 97. The BSA recommends that the slogan, No flames in tents!, be stenciled on the inside ceiling of tents used by Boy Scouts.

Safe Swim Defense

Safe Swim Defense is the recommended procedure for conducting group swims at the beach, private or public pool, wilderness pond, stream, or wherever the water looks inviting enough to take a dip.

1. **Qualified supervision.** All swimming activity must be supervised by a mature and conscientious adult 21 years of age or older who understands and knowingly accepts responsibility for the well-being and safety of the children in his or her care, who is experienced in the water and confident of being able to respond in the event of an emergency, and who is currently trained in and committed to compliance with the eight points of BSA Safe Swim Defense. (It is strongly recommended that all units have at least one adult or older youth member currently trained as a BSA Lifeguard to assist in the planning and conduct of all swimming activity.)

2. **Physical fitness.** Require evidence of fitness for swimming activity with a complete health history from a physician, parent, or legal guardian. The adult supervisor should adjust all supervision, discipline, and protection to anticipate any potential risks associated with individual health conditions. In the event of any significant health conditions, an examination by a physician should be required by the adult supervisor.

3. **Safe area.** When swimming in areas not regularly maintained and used for swimming activity, have lifeguards and swimmers systematically examine the swimming area to determine varying depths, currents, deep holes, rocks, and stumps. Mark the area for three groups: not more than 3½ feet deep for nonswimmers; from shallow water to just over the head for beginners; deep water not over 12 feet for swimmers. A participant should not be permitted to swim in an area where he cannot readily recover and maintain his footing, or cannot maintain his position on the water, because of swimming ability or water flow. When setting up a safe swimming area in natural waters, use poles stuck in the bottom, or plastic bottles, balloons, or sticks attached to rock anchors with twine for boundary markers. Enclose nonswimmer and beginner areas with buoy lines (twine and floats) between markers. Mark the outer bounds of the swimmer area with floats. Be sure that clear-water depth is at least 7 feet before allowing anyone to dive into the water. Diving is prohibited from any height more than 40 inches above the water surface; feetfirst

entry is prohibited from more than 60 inches above the water. For any entry from more than 18 inches above the water surface, clear-water depth must be 10 to 12 feet. Only surface swimming is permitted in turbid water. Swimming is not permitted in water over 12 feet deep, in turbid water where poor visibility and depth would interfere with emergency recognition or prompt rescue, or in white water, unless all participants wear appropriate personal flotation devices and the supervisor determines that swimming with personal flotation equipment is safe under the circumstances.

4. **Lifeguards on duty.** Swim only where there are lifeguards on duty. For unit swims in areas where lifeguards are not provided by others, the supervisor should designate two capable swimmers as lifeguards. Station them ashore, equipped with a lifeline (a 100-foot length of ⅜-inch nylon cord). In an emergency, one carries out the line; the other feeds it out from shore, then pulls in his partner and the person being helped. In addition, if a boat is available, have two people, preferably capable swimmers, take it out—one rowing and the other equipped with a 10-foot pole or extra oar. Provide one guard for every 10 people in the water, and adjust the number and positioning of guards as needed to protect the particular area and activity.

5. **Lookout.** Station a lookout on the shore where he can see and hear everything in all areas. He may be the adult in charge of the swim and may give the buddy signals.

6. **Ability groups.** Divide into three ability groups: nonswimmers, beginners, and swimmers. Keep each group in its own area. *Nonswimmers* have not passed a swimming test. *Beginners* must pass this test: jump feetfirst into water over the head in depth, level off, swim 25 feet on the surface. Stop, turn sharply, resume swimming as before and return to the starting place. *Swimmers* pass this test: Jump feetfirst into water over the head in depth, swim 75 yards in a *strong* manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be swum continuously and include at least one sharp turn. After completing the swim, rest by floating. *These classification tests should be renewed annually, preferably at the beginning of the season.*

7. **Buddy system.** Pair every boy with another in the same ability group. Buddies check in and out of the swimming area together. Emphasize that each buddy lifeguards his buddy. Check everyone in the water about every 10 minutes, or as needed to keep the buddies together. The adult in charge signals for a buddy check with a single blast of a whistle or a ring of a bell, and calls, "Buddies!" He counts slowly to 10 while buddies join and raise hands and remain still and silent. Guards check all areas, count the pairs, and compare the total with the number known to be in the water. Signal two blasts or bells to resume swimming. Signal three blasts or bells for checkout.

8. **Discipline.** Be sure everyone understands and agrees that swimming is allowed only with proper supervision and use of the complete Safe Swim Defense. The applicable rules should be presented and learned prior to the outing, and should be reviewed for all participants at the water's edge just before the swimming activity begins. Scouts should respect and follow all directions and rules of the adult supervisor. When people know the reason for rules and procedures they are more likely to follow them. Be strict and fair, showing no favoritism.

Setting Up a Safe Swim Area

Here is an easy, quick way to make a swimming area safe. Take with you most of the equipment and material needed to conduct a swim during a day hike or overnight or short-term camp. The rest of it you can pick up at the campsite. Minimum equipment includes: 100 feet of ⅜-inch nylon cord, 2 dozen balloons, 200 feet of binder twine, a hand ax, a pocketknife, and a pencil.

Organize the swimmers in a line holding hands to check the bottom of the area to be used for beginners (less than 6 feet in depth). Use a strong swimmer

to scout the swimmers' area (up to 12 feet deep) by looking for deep holes, rocks, stumps, or dangerous debris. He should work at the end of a lifeline around his shoulder, with a buddy tending the line at shoreside.

Use binder twine to mark off and enclose an area for nonswimmers (with a maximum depth of 3½ feet) and one for beginners (maximum depth of 6 feet). Support the line with deadwood floats cut by the hand ax. Large rocks tied with twine make good anchors at the outside corners where buoys (plastic jugs or balloons) should be placed. Do not use glass bottles because of possible breakage.

Swimmers use deep water beyond these areas with a maximum depth of 12 feet. Mark other outside limits with buoys only. To improvise these buoys, use yellow, orange, or white balloons tied to a rock anchor on the bottom.

Many units that swim regularly carry some type of portable checkboard and use official BSA buddy tags, No. 01595. This is a great idea, but protection is equally effective with an improvised buddy check system: For each participant, whittle a short, pointed peg flat on one side. Write the person's name with a pencil on the flat part. Buddies stick their pegs into the ground at a marked place as they check in by buddy pairs. When a buddy pair checks out of swimming, they remove their pegs.

Customarily, a qualified adult supervises swimming, also serves as lookout, and gives buddy calls. This person should be located at a vantage point where everything in all areas can be seen and heard. At water's edge a two-person lifeguard team keeps close watch on all swimmers and stands ready with 100 feet of rescue line to help anyone in trouble. The rescuer ties a bowline on his end of the line and places it over his shoulder and around his chest. As he swims to a rescue, his buddy pays out the line from a hand-held coil, a chain-knotted line, or a "pineapple ball." Either the victim grasps the line, or the rescuer grasps the victim, and both victim and rescuer are pulled back to shore by the line tender.

Lookouts and Lifeguards

Lifeguards and lookouts must not take their eyes off the water and the swimmers. Keep all swimmers clearly in view and avoid talking to others while on duty. The time may come when your attention and alertness will save a life. Be alert. Be serious about your responsibility.

Who Can Instruct This Training?

This training can be given by any person authorized by the council, including a BSA Aquatics Instructor, a unit leader with aquatics skill, or any other person with aquatics knowledge or experience who has been approved by the local council.

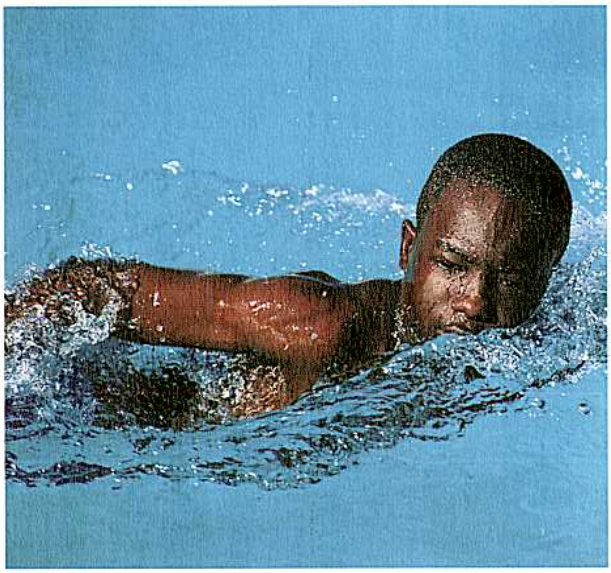
Safety Afloat

1. **Qualified supervision.** All activity afloat must be supervised by a mature and conscientious adult age 21 or older who understands and knowingly accepts responsibility for the well-being and safety of the children in his or her care, who is experienced and qualified in the particular watercraft skills and equipment involved in the activity, and who is committed to compliance with the nine points of BSA Safety Afloat. One such supervisor is required for each 10 people, with a minimum of two adults for any one group. At least one supervisor must be age 21 or older, and the remaining supervisors must be age 18 or older. **All supervisors must complete BSA Safety Afloat and Safe Swim Defense training and rescue training for the type of watercraft to be used in the activity, and at least one must be trained in CPR.** It is strongly recommended that all units have at least one adult or older youth member currently certified as a BSA Lifeguard to assist in the planning and conducting of all activity afloat.

   For Cub Scouts: The ratio of adult supervisors to participants is one to five.

2. **Physical fitness.** All persons must present evidence of fitness by a complete health history from a physician, parent, or legal guardian. Adjust all supervision, discipline, and protection to anticipate any risks associated with individual health conditions. In the event of any significant health conditions, a medical evaluation by a physician should be required by the adult leader.

3. **Swimming ability.** A person who has not been classified as a "swimmer" may ride as a passenger in a rowboat or motorboat with an adult swimmer, or in a canoe, raft, or sailboat with an adult who is certified as a lifeguard or a lifesaver by a recognized agency. In all other circumstances, the person must be a swimmer to participate in an activity afloat. Swimmers must pass this test:



Jump feetfirst into water over the head in depth, swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be swum continuously and include at least one sharp turn. After completing the swim, rest by floating. This qualification test should be renewed annually.

4. **Personal flotation equipment.** Properly fitted U.S. Coast Guard–approved personal flotation devices (PFDs) must be worn by all persons engaged in activity on the open water (rowing, canoeing, sailing, boardsailing, motorboating, waterskiing, rafting, tubing, kayaking, and surfboarding). Type II and III PFDs are recommended.

5. **Buddy system.** All activity afloat necessitates using the buddy system. Not only must every individual have a buddy, but every craft should have a buddy boat when on the water.

6. **Skill proficiency.** All participants in activity afloat must be trained and experienced in watercraft handling skills, safety, and emergency procedures. (a) For unit activity on white water, all participants must complete special training by a BSA Aquatics Instructor or qualified whitewater specialist. (b) Powerboat operators must be able to meet requirements for the Motorboating merit badge or equivalent. (c) Except for whitewater and powerboat operation as noted above, either a minimum of three hours' training and supervised practice or meeting requirements for "basic handling tests" is required for all float trips or open-water excursions using unpowered craft.

   For Cub Scouts: Canoeing and rafting for Cub Scouts (including Webelos Scouts) is to be limited to council/district events on *flatwater* ponds or controlled lake areas free of powerboats and sailboats. Prior to recreational canoeing, Cub Scouts are to be instructed in basic handling skills and safety practices.

7. **Planning.** *Float plan.* Obtain current maps and information about the waterway to be traveled. Know exactly where the unit will "put in" and "pull out" and what course will be followed. Travel time should be estimated generously. Review the plan with others who have traveled the course recently.

   Local rules. Determine which state and local regulations are applicable, and follow them. Get written permission to use or cross private property.

   Notification. File the float plan with parents of participants and a member of the unit committee. File the float plan with the local council service center when traveling on running water. Check in with all those who should be notified when returning.

   Weather. Check the weather forecast just before setting out, and keep an alert weather eye. Bring all craft ashore when rough weather threatens.

   Contingencies. Planning must identify possible emergencies and other circumstances that could force a change of plans. Appropriate alternative plans must be developed for each.

   For Cub Scouts: Cub Scout canoeing and rafting does not include "trips" or "expeditions" and is not to be conducted on running water (i.e., rivers or streams); therefore, some procedures are inapplicable. Suitable weather requires clear skies, no appreciable wind, and warm air and water.

8. **Equipment.** All equipment must be suited to the craft, to water conditions, and to the individual; must be in good repair; and must satisfy all state and federal requirements. Spare equipment or repair materials must be carried. Appropriate rescue equipment must be available for immediate use.

9. **Discipline.** All participants should know, understand, and respect the rules and procedures for safe unit activity afloat. The applicable rules should be presented and learned prior to the outing, and should be reviewed for all participants at the water's edge just before the activity begins. When Scouts know and understand the reasons for the rules, they will observe them. When fairly

and impartially applied, rules do not interfere with the fun. Rules for safety, plus common sense and good judgment, keep the fun from being interrupted by tragedy.

Note: For cruising vessels (excluding rowboats, canoes, kayaks, and rafts, but including sailboats and powerboats greater than 20 feet long) used in adult-supervised unit activities by a Venturing crew specializing in watercraft operations, or used in adult-supervised program activity in connection with any high-adventure program or other activity under the direct sponsorship and control of the National Council, the standards and procedures in the *Sea Scout Manual,* No. 33239C, may be substituted for the Safety Afloat standards.

Scouting Safety . . . Begins with Leadership is a supplemental training course that focuses on training at the troop level. It acquaints troop leaders with BSA resource materials for planning safe activities. The video and training syllabus to help you present this 90-minute course are available from your local council service center.

Climb On Safely—A Guide to Unit Climbing and Rappelling

Climb On Safely is the Boy Scouts of America's recommended procedure for conducting BSA climbing/rappelling activities at a natural site or a specifically designed facility such as a climbing wall or tower. Leaders should be aware that Climb On Safely is an orientation only and does not constitute training on how to climb or rappel.

Young people today seek greater challenges, and climbing and rappelling offer a worthy challenge. The satisfaction of safely climbing a rock face is hard to top. While introduction of the Climbing merit badge in spring 1997 spurred interest in these activities throughout the BSA, the proliferation of climbing gyms and facilities have also made climbing and rappelling readily available throughout the United States.

Although the BSA has an excellent safety record, there is inherent risk in climbing and rappelling. With proper management, that risk can be minimized. When the climber is six feet or more above the ground, nothing should be left to chance.

More accidents occur during unit rappelling than during council-managed climbing or rappelling, and more accidents have occurred while rappelling than climbing. Many climbing/rappelling accidents could be avoided by having qualified instruction from a conscientious adult who has the attention and respect of the youth entrusted to his or her care. Supervision by a caring adult who fully understands and appreciates the responsibility he or she assumes helps ensure safety when youth engage in or prepare for climbing or rappelling.

The adult supervisor's relationship with youth should reinforce the importance of following instructions. The adult leader in charge and the climbing instructor share this responsibility. The instructor is responsible for all procedures and for safely conducting the climbing/rappelling activity. The adult supervisor works cooperatively with the climbing instructor and is responsible for all matters outside of the climbing/rappelling activity.

Qualified instruction is essential to conducting a safe climbing/rappelling activity. Some people who claim to be qualified or have had some experience with climbing or rappelling might lack sufficient knowledge to safely conduct these activities. For instance, some climbers with a lot of experience have repeated the same mistakes many times without learning the correct procedures.

A capable instructor has experience in teaching climbing/rappelling to youth, acknowledges personal limitations, and exercises good judgment in a variety

of circumstances. The person who just spent four days of free-solo climbing on a sheer rock face might have technical skills but lack teaching ability or the ability to empathize with youth who are apprehensive about climbing.

Some sources of qualified climbing instructors include, but are not limited to, the following:

- National Outdoor Leadership School
- Wilderness Education Association
- American Mountain Guides Association
- The Mountaineers
- Recreational Equipment Inc.
- Eastern Mountain Sports
- University or college climbing/rappelling instructors or students
- Project Adventure instructors

Leaders and instructors should also consult current literature on climbing and rappelling for additional guidance. *Topping Out: A BSA Climbing/Rappelling Manual* is the most authoritative guide currently available from the Boy Scouts of America.

Another recommended reference for specific questions not covered in BSA literature is *Mountaineering: The Freedom of the Hills* (sixth edition), edited by Don Graydon and Kurt Hanson. This book also covers lead climbing, snow and ice climbing, and other pursuits that are beyond the scope of BSA climbing/rappelling activities and are not recommended activities for BSA units.

BSA's *Passport to High Adventure* is an appropriate guidebook to safely get your unit to and from the climbing/rappelling site.

Cub Scouts and Webelos Scouts are encouraged to engage in climbing in a controlled environment with close supervision by instructors who are knowledgeable about instructing this age group. Normally this means going to a climbing gym where the degree of difficulty is age appropriate and the harnesses are size appropriate for Cub Scouts. It is not recommended that Cub Scouts use climbing towers and walls in camp that have been designed for Boy Scout use.

Each of the following elements plays an important role in the overall Climb On Safely procedure. Fun and safe climbing/rappelling activities require close compliance with Climb On Safely by the adult supervisor and instructor.

1. **Qualified Supervision.** All climbing and rappelling must be supervised by a mature, conscientious adult at least 21 years of age who understands the risks inherent to these activities. This person knowingly accepts responsibility for the well-being and safety of the youth in his or her care. This adult supervisor is trained in and committed to compliance with the eight points of the Boy Scouts of America's Climb On Safely procedure. One additional adult who is at least 18 years of age must also accompany the unit. Units with more than 10 youths in the same climbing/rappelling session must have an additional adult leader at least 18 years of age for each 10 additional youth participants. In other words, a group of 11 to 20 youths requires at least three adult leaders; a group of 21 to 30 youths would require four adult leaders, and so on.

   The adult supervisor is responsible for ensuring that someone in the group is currently certified in American Red Cross Standard First Aid and CPR (a 6½-hour course). In addition, the two-hour module "First Aid—When Help Is Delayed" is recommended. A course of equivalent length and content from another nationally recognized organization can be substituted. A higher level of certification such as emergency medical technician (EMT), licensed practical nurse (LPN), registered nurse (RN), and licensed health-care practitioner is also acceptable. The ARC's Emergency Response, a 43½-hour course that includes CPR, is highly recommended.

2. **Qualified Instructors.** A qualified rock climbing instructor who is at least 21 years of age must supervise all BSA climbing/rappelling activities. The climbing instructor has successfully completed a minimum of 10 hours of instructor training for

climbing/rappelling from a nationally or regionally recognized organization, a climbing school, a college-level climbing/rappelling course, or is a qualified BSA climbing instructor.

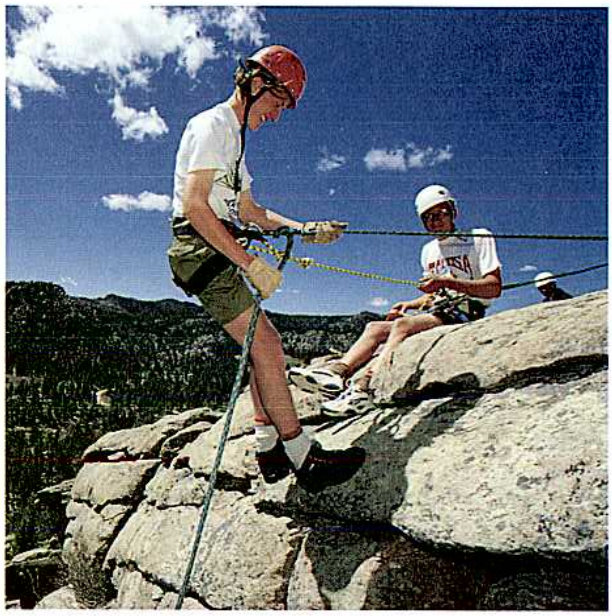
The BSA offers a section of National Camping School for climbing directors who in turn can train climbing instructors. Every instructor must have prior experiences in teaching climbing/rappelling to youth and must agree to adhere to Climb On Safely and the guidelines set in *Topping Out*.

3. **Physical Fitness.** Require evidence of fitness for the climbing/rappelling activity with at least a current BSA Personal Health and Medical Record—Class 1. The adult supervisor should adapt all supervision, discipline, and precautions to anticipate any potential risks associated with individual health conditions. If a significant health condition is present, an examination by a licensed health-care practitioner should be required by the adult supervisor before permitting participation in climbing or rappelling. The adult supervisor should inform the climbing instructor about each participant's medical conditions.

4. **Safe Area.** All BSA climbing/rappelling activities must be conducted using an established or developed climbing/rappelling site or facility. A qualified climbing instructor should survey the site in advance of the activity to identify and evaluate possible hazards and to determine whether the site is suitable for the age, maturity, and skill level of the participants. The instructor should also verify that the site is sufficient to safely and comfortably accommodate the number of participants in the activity within the available time. An emergency evacuation route must be identified in advance.

5. **Equipment.** The climbing instructor should verify that the proper equipment is available for the size and ability level of participants. Helmets, rope, and climbing hardware must be approved by the UIAA (Union Internationale des Associations d´ Alpinisme) and/or CEN (European Community Norm). All equipment must be acquired new or furnished by the instructor.

   Records must be kept on the use and stresses (the number of hard falls) on each item of equipment, which must be specifically designed for climbing and rappelling. Outside providers should be asked if they are aware of any stresses that have been put on their equipment. Any rope or webbing that has been subjected to more than three hard falls or that is four years old (whatever its use) must not be used. Refer to *Topping Out* concerning records that must be kept.



6. **Planning.** When planning, remember the following:

   - Obtain written parental consent to participate in climbing/rappelling activities for each participant.
   - In the event of severe weather or other problem, share the climbing/rappelling plan and an alternate with parents and the unit committee.
   - Secure the necessary permits or written permission for using private or public lands.
   - Enlist the help of a qualified climbing instructor.
   - Be sure the instructor has a topographic map for the area being used and obtains a current weather report for the area before the group's departure.

   It is suggested that at least one of the adult leaders has an electronic means of communication in case of an emergency.

7. **Environmental Conditions.** The instructor assumes responsibility for monitoring potentially dangerous environmental conditions that may include loose, crumbly rock; poisonous plants; wildlife; and inclement weather. Use the buddy system to monitor concerns such as dehydration, hypothermia, and an unusually high degree of fear or apprehension. The adult supervisor is responsible for ensuring that the group leaves no trace of its presence at the site.

8. **Discipline.** Each participant knows, understands, and respects the rules and procedures for safely climbing and rappelling and has been oriented in Climb On Safely. All BSA members should respect and follow all instructions and rules of the climbing instructor. The applicable rules should be presented and learned prior to the outing and should be reviewed for all participants before climbing or rappelling begins. When participants know the reasons for rules and procedures, they are more likely to follow them. The climbing instructor must be strict and fair, showing no favoritism.

The *Guide to Safe Scouting* has all the current policies and procedures for safe activities. It can be found on the BSA Web site, *http://www.scouting.org*.

WILDERNESS USE POLICY OF THE BOY SCOUTS OF AMERICA

All privately or publicly owned backcountry land and designated wildernesses are included in the term "wilderness areas" in this policy. The Outdoor Code of the Boy Scouts of America applies to outdoor behavior generally, but for treks into wilderness areas, minimum-impact camping methods must be used. Within the outdoor program of the Boy Scouts of America, there are many different camping skill levels. Camping practices that are appropriate for day outings, long-term Scout camp, or short-term unit camping might not apply to wilderness areas. Wherever they go, Scouts need to adopt attitudes and patterns of behavior that respect the right of others—including future generations—to enjoy the outdoors.

In wilderness areas, it is crucial to minimize human impact, particularly on fragile ecosystems such as mountains, lakes and streams, deserts, and seashores. Since our impact varies from one season of the year to the next, it becomes important for us to adjust to these changing conditions to avoid damaging the environment.

The Boy Scouts of America emphasizes these practices for all troops and crews planning to use wilderness areas:

- Contact the landowner or land management agency (U.S. Forest Service, National Parks Service, Bureau of Land Management, U.S. Fish and Wildlife Service, state and private agencies, etc.) well before an outing to learn the regulations for that area, to

obtain required permits and current maps, and to discuss ways Scouts can fulfill the expectations of property owners or land managers.

- Obtain a tour permit (available through local council service centers), meet all of its conditions, and carry it during the trip.
- Review the appropriate BSA safety literature relating to the planned activities. (See Safe Swim Defense, Safety Afloat, and Climb On Safely found earlier in this chapter. Also see *Guide to Safe Scouting* for more information on current BSA policies and procedures for ensuring safe activities.)
- Limit the size of groups generally to no more than eight to 12 people, including at least two adult leaders. Do not exceed regulations on group size established by property owners or land managers. In order to stay within group size limitations, organize groups to function independently by having each plan a trip with a different itinerary, prepare and serve its own food, provide its own transportation to the trailhead, secure individual permits, and camp as a separate and distinct unit.
- When it is necessary to combine transportation and planning or buying, small groups should still hike and camp separately from other groups of the same troop.
- Match the ruggedness of high-adventure experiences to the skills, physical ability, and maturity of those taking part. Save rugged treks for older troop members who are more proficient and experienced in outdoor skills. Participate in adult leader training for low-impact camping, and be proficient and

experienced in the leadership and skills required for treks into wilderness areas.

- Conduct pretrip training for your group that stresses proper wilderness behavior, rules, and skills for all of the conditions that might be encountered.
- Use backpacking stoves, particularly where the supply of fuelwood is limited or open fires are restricted. Supervision by an adult knowledgeable in the use of stoves must be provided. If an open fire is necessary, keep it as small as possible and use established fire lays where available. After use, erase all signs that you have been there.
- Emphasize the need for minimizing impact on the land through proper camping practices and preserving the solitude and quiet of remote areas.
- Leave dogs, radios, and CD/tape players at home.
- Carry out all unburned trash, food containers, and everything else you carry into the backcountry.
- Dig shallow catholes for latrines and locate them at least 200 feet (75 steps) from any stream, lake, or other water source. In accordance with Leave No Trace guidelines, cover latrines completely before leaving.
- Wash clothes, dishes, and bodies at least 200 feet (75 steps) from any stream, lake, or other water source. Use biodegradable soap.
- Select tents with muted colors that will blend in with natural surroundings.
- Look at and photograph; don't pick or collect.
- Stay on established trails. Don't cut across switchbacks.
- Treat wildlife with respect and take precautions to avoid encounters that might prove dangerous to Scouts or animals. Leave snakes, bears, ground squirrels, and other wildlife alone.

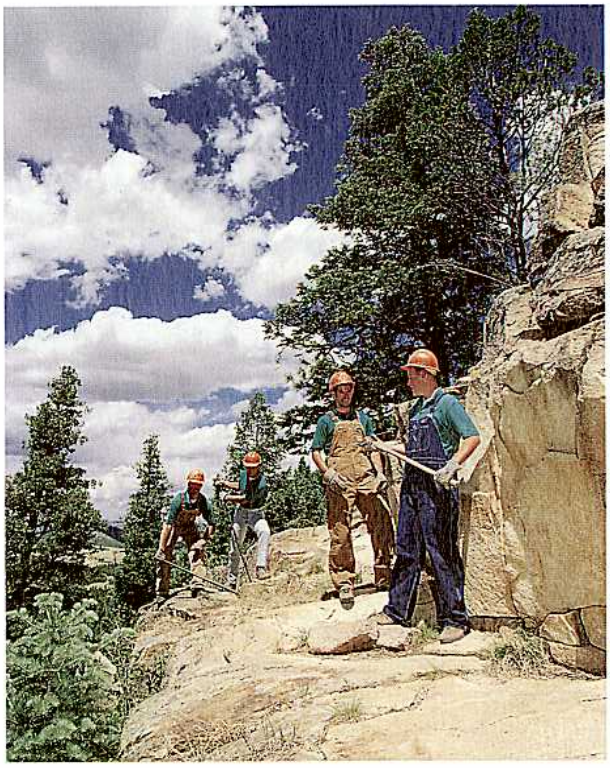
BSA PROPERTY SMART

As our country's population has grown and become increasingly urbanized, there has been a great increase in the number of people and groups seeking to use open space, parks, and private property for hikes and other recreational outings. Many of these properties have experienced considerable stress with the resulting possibility that property owners or land managers might limit or close areas to outsiders.

BSA troops depend on public land managers and private property owners for access to areas for Scouting activities. We must be responsible when using public lands and private property. Here are guidelines when using others' property for hiking, camping, and other activities:

1. Obtain permission from the owner or land managers several weeks before entering the land. Be specific as to the length of time you plan to be there, and leave on schedule.
2. Many camping areas managed by government entities have strict access policies and permits that must be secured in advance. Some popular areas might even need to be reserved a full year in advance. Follow all regulations to the letter.
3. Ask where it will be convenient to park automobiles. Do not block driveways.
4. Never write, mark, or paint on walls, ceilings, rocks, or structures. Do not remove artifacts. Don't cut live branches or trees unless specifically directed to do so in approved trail maintenance or conservation projects.
5. Do not climb on fences; they might break under your weight. Always leave gates exactly as you found them.
6. Do not tease or chase livestock or wildlife.
7. Pick up trash and don't kindle fires without permission.
8. Make your outing a "Leave No Trace" visit. Leave everything exactly as you found it. Take trash home and dispose of it properly.
9. As you leave, thank the property owner or land manager. A follow-up note of thanks is always a good idea.
10. Discuss with the land manager or property owner the possibility of Scouts contributing their energy to conservation projects. To be effective, projects require careful planning and supervision by adults who understand the work to be done and the ways in which to accomplish it.

The BSA Property Smart guidelines can be boiled down to a simple statement: Use common sense and treat property owners and land managers as you would want to be treated. If outdoor activity is to continue in this country, all of us must do everything we can to be responsible stewards of the outdoors.



CONSERVATION PROJECTS

Scouts have always prided themselves on being good stewards of the outdoors. Today, Leave No Trace guidelines allow them to camp, hike, and take part in related outdoor activities in ways that are environmentally sound and considerate to others using the same areas.

Another important lesson of Scouting is the wisdom of giving something back to the land that Scouts enjoy. A well-conceived conservation project benefits the environment and helps instill in Scouts the sense that they are capable of improving the world around them.

Projects vary greatly depending on the area, the skill level and enthusiasm of Scouts and their leaders, and the needs of land managers or private property owners. It is crucial that a project be discussed and approved well in advance by the appropriate property owner or land manager.

A well-conceived conservation project

- Meets a real need in protecting or restoring a natural resource
- Has a purpose that Scouts can understand
- Provides a challenge to Scouts and can be completed in a reasonable amount of time
- Offers opportunities for Scouts and leaders to learn sound conservation practices
- Can be related to advancement or the requirements for a conservation award
- Enables Scouts and leaders to come away with a sense of satisfaction in doing a Good Turn for the environment

The *Conservation Handbook* is designed to help Scouts undertake meaningful conservation projects. It lists many of the agencies and organizations that can provide guidance to Scouts and their leaders, and outlines strategies for developing ongoing stewardship relationships between Scout troops and the managers of the areas where they participate in outdoor adventures.

CAMPING AND CONSERVATION AWARDS

In addition to badges of rank and merit badges, several other awards encourage increased Scout participation in outdoor activities. District roundtables are good opportunities to share information about camping and conservation awards.

National Camping Award

The National Camping Award is granted to Boy Scout troops and Varsity Scout teams for completing a certain number of days and nights of camping on either an annual or a cumulative basis. The award also recognizes cumulative achievement in number of campouts by individual Scouts and Scouters. Available through the Supply Division's National Distribution Center, National Camping Award ribbons may be displayed with the troop flag.

To earn the annual National Camping Award, a troop must have reached one of the following levels of camping achievement. Use Our Camping Log to keep track of your troop's record and to apply for the awards.

- 10 days and nights of camping—unit award
- 20 and nights of camping—bronze award
- 30 and nights of camping—silver award
- 50 and nights of camping—gold award

To earn the National Camping Award for cumulative camping, a troop must have fulfilled the requirements as follows, during its entire history:

- 100 days and nights of camping—unit award
- 250 days and nights of camping—bronze unit award
- 500 days and nights of camping—silver unit award
- 1,000 days and nights of camping—gold unit award

Individual Scouts and Scouters may qualify for a National Camping Award patch, provided that the required cumulative number of days and nights of camping has been met. This total can include any combination of camping experiences with the Scout's family, patrol, or troop.

- 100 days and nights of camping—patch
- 250 days and nights of camping—patch
- 500 days and nights of camping—patch
- 1,000 days and nights of camping—patch

To earn this award, a Scout must keep track of his campouts and have them approved by his Scoutmaster or assistant Scoutmaster. The patch may be worn on the right pocket of the uniform shirt or placed on the pocket of a backpack or in another appropriate place. Both the unit and cumulative awards are retroactive to January 1, 1991.

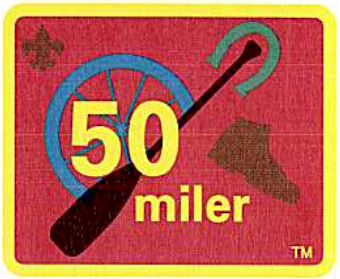
Historic Trails Award

The Boy Scouts of America recognizes more than 200 historic trails throughout the nation. Some follow routes of Native Americans or early pioneers while others lead to historical landmarks.

Scouts who camp and hike for two or more days along one of these trails, who become acquainted with their historical significance, and who help restore and preserve historic features are eligible for the Historic Trails Award, a distinctive patch that may be sewn on a pack or jacket.

Trails meeting the specifications of the Boy Scouts of America are listed in the booklet *Nationally Approved Historic Trails*, available at local council service centers. The booklet contains addresses of contacts for each of the approved historic trails. Application to include a trail in this listing may be made through your local council on a special form that specifies the criteria.

50-Miler Award



The 50-Miler Award is presented to Scouts who hike, canoe, or otherwise cover 50 miles or more without using motorized transportation during a trek of at least five consecutive days. Each candidate for the award must also perform 10 hours of a conservation activity or otherwise improve the environment. The 50-Miler Award encourages troops to travel into backcountry or wilderness areas, become physically fit, develop self-reliance, and improve the outdoors for others to enjoy.

Apply for the 50-Miler Award through your local council. The patch may be sewn on a pack or jacket.

Hornaday Awards

These awards were established in 1914 by William T. Hornaday, then director of the New York Zoological Society. The prestigious awards recognize Scouts, units, and Scouters for exceptional and unusual Scouting service to conservation and environmental quality.

The Hornaday Award is granted in five different forms:

- **Unit certificate** to a den, pack, patrol, troop, crew, team, or a group of five or more Scouts or Venturers for unique projects involving conservation or improving environmental quality.
- **Badge** to a Scout or Venturer for outstanding service in conservation or in improving environmental quality within a council.
- **Bronze medal** to a Scout or Venturer for exceptional service in conservation or in improving environmental quality within a council.

- **Silver medal** to a Scout or Venturer for unusual and distinguished service in conservation or in improving environmental quality on a state or regional basis. Applications are reviewed once a year. The silver medal is the highest possible conservation award available to a Scout or Venturer.

- **Gold medal** to an adult Scouter or Venturer Advisor for unusual and distinguished service in conservation or in improving environmental quality on a state, regional, or national basis. Emphasis will be, whenever possible, based on national impact.

The Hornaday unit certificate and the Hornaday badge are awarded by the local councils to which applications are made. The bronze and silver medals are awarded by the National Council of the BSA upon the recommendation of the local council and the Hornaday Awards Committee. This award is made only when a qualified Scout or Venturer is nominated by his or her council. Requirements for the bronze and silver medals generally involve several years of concentrated effort.

The gold medal is awarded annually to one adult Scouter who is nominated by his or her local council or by a recognized conservationist. The winner is determined by the national Hornaday Awards Committee, which meets once a year for this purpose. The gold medal is the highest conservation award for a Scouter.

The Hornaday Awards application describes what must be accomplished to attain each award. It is available from your local council service center. The Hornaday square knot may be worn only by recipients of the bronze, silver, or gold medallion.

Leave No Trace Awareness Award

This is a new conservation award for Scouts and Scouters. For detailed information, contact your local council service center.

World Conservation Award

To qualify for the World Conservation Award, a Scout must earn the following:

1. Environmental Science merit badge
2. Either the Soil and Water Conservation merit badge or the Fish and Wildlife Management merit badge
3. Citizenship in the World merit badge

The purpose of this award is to make Scouts aware that all nations are closely related through natural resources and that we are all interdependent upon our world environment.

Applications for the World Conservation Award are available from your local council service center. The award is a patch depicting a panda.

THE QUIET ADVENTURE

There is one more gift the outdoors bestows, and we have saved it for last because it is so special. We call it "the quiet adventure" to distinguish it from the hard-driving fun and challenge and excitement of other outdoor experiences, and it can get under a boy's skin like nothing else.

Where but in the outdoors could a boy hear the midnight hush of the deep woods? Breathe in the fresh air of the mountains, look down in awe at where he has been, then up in wonder at where he still must go? Glimpse a deer drinking from a stream? View geese arrowing through a November sky? Feel the warmth of a campfire glowing orange against the darkness? And at the end of a long day, hear an owl hooting under a sky flashing with stars? In such an atmosphere a boy's mind is reached, his faith freshened, and his heart stirred. In ways that are a mystery to us all, he grows closer to the man he is becoming.

OUTDOOR PROGRAM CHECKLIST

Date of Program _____ **Location** _____

I. Administration

( ) Tour permits

( ) Parents' permission/information

( ) Insurance

( ) Budget done

( ) Personal health histories

( ) Licenses (fishing, boats, etc.)

( ) Camp cost

( ) Local requirements

( ) Permits/reservations

( ) _____

II. Leadership

( ) Second leader _____

( ) Third leader _____

III. Transportation

( ) Driver _____

( ) Driver _____

( ) Driver _____

( ) Driver _____

( ) Equipment hauled by _____

IV. Location

( ) Maps to and from _____

( ) Arrival time _____

( ) Driver time _____

( ) Departure time _____

( ) Special gear needed _____

V. Equipment

( ) Personal _____ ( ) Program _____

( ) Troop _____ ( ) Emergency _____

( ) First aid supplies _____

VI. Feeding

( ) Menu planned _____ ( ) Patrol duties roster _____

( ) Who buys food _____ ( ) Food storage _____

( ) Fuel supply _____

VII. Sanitation

( ) Drinking water _____ ( ) Human waste _____

( ) Dishwashing _____ ( ) Garbage disposal _____

VIII. Safety

( ) Nearest medical facility _____ ( ) Emergency no. _____

( ) Nearest town _____ ( ) First aid provider in group _____

( ) Ranger contact _____ ( ) Police no. _____

IX. Program

( ) Program planned ( ) Long-term

( ) Short-term ( ) Rainy-day activities

( ) Special program equipment _____

( ) Patrol assignments

NOTES

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ADVANCEMENT

10 TRAILHEAD

ADVANCEMENT

THE BOY SCOUT ADVANCEMENT PROGRAM encourages boys to meet significant challenges that lead to personal growth. As a Scout works his way from Tenderfoot through the ranks toward Eagle, the requirements he must successfully complete will help him develop physically, emotionally, and morally into manhood.

Advancement is one of the eight methods used by Scout leaders to help boys fulfill the aims of the BSA. Properly used, a troop's advancement program can tie together and energize the other seven methods.

The Eight Methods of Scouting
• The ideals (Scout Oath, Law, motto, and slogan)
• Patrol method
• Outdoors
• Advancement
• Association with adults
• Personal growth
• Leadership development
• The uniform

Just as advancement helps unite the other seven methods of Scouting, completing requirements and moving upward in rank are natural outcomes of a troop's regular activities. The more interesting the program offered by a troop, the better its record of advancement. A troop with many events and frequent outdoor adventures will provide varied opportunities for Scouts to complete advancement requirements. **(For specific information on BSA advancement, see *Boy Scout Requirements* and *Advancement Committee Policies and Procedures.)***

Among the strengths of the Boy Scout advancement program are these:

- It's fun.
- It offers adventure.
- It allows Scouts to measure their progress.
- It provides recognition.
- It promotes development of physical fitness, character, and citizenship.

Fun

Many Scouting activities are rich learning experiences wrapped in interesting, satisfying packages. Boys having a good time might not realize that they are also involved in an educational process. The fun in advancement motivates them to challenge themselves to try new activities and to master new skills.

Adventure

The adventure of Scout advancement is hands on, allowing Scouts to put themselves in the center of exciting activities and make them their own. Rather than being spectators, boys camp and hike. They are given the chance to learn first aid, citizenship, and leadership, as well as the responsibility to use their new abilities in meaningful ways.

Measuring Progress

Requirement checklists, and the badges to which they lead, allow Scouts to see clearly how much they have achieved and what challenges lie ahead. Boys can establish goals for themselves and, one step at a time, complete what they have set out to do. A goal as lofty as becoming an Eagle Scout might seem out of reach to a Tenderfoot, but the advancement program breaks the process into a series of small steps. As Scouts discover they are moving steadily upward, they will realize that their levels of achievement are limited only by their own dedication and hard work.

Recognition

The most important recognition Scouts receive from completing requirements is internal—the confidence built upon having mastered new skills and having taken part in challenging adventures.

Scouting also motivates boys by publicly acknowledging their achievements. A newly earned merit badge or badge of rank presented to a Scout in front of his peers and family offers him tangible proof of his accomplishments and a positive incentive for continued success. In order to ensure that awards maintain

their intended meaning, it is important that Scouts meet each requirement as it is written. Scout leaders should not expect more or less than that stated in the requirements.

Development of Physical Fitness, Character, and Citizenship

A Scout learning outdoor skills with his troop and patrol is also learning how to work together with other people. A Scout completing advancement requirements is also gaining confidence, strength, and wisdom. A Scout involved in his troop's program is also making friends, exploring new subjects, trying out fresh ideas, and gaining invaluable experience as a leader.

First Class Emphasis

The requirements for Tenderfoot, Second Class, and First Class provide a Scout with a solid grounding in the skills that will allow him to take advantage of Scouting adventures. He will be able to enjoy the Scouting program to its fullest. That success and the satisfaction he is finding in his troop and patrol activities can solidify a boy's commitment to Scouting, and help him set his sights on the ranks of Star, Life, and Eagle. A boy who advances to First Class within his first year in Scouting has a better-than-average chance of eventually becoming an Eagle Scout.

There are many ways that troop leaders can motivate new Scouts to make their way to First Class. One of the most effective is the new-Scout patrol, described in chapter 4, "The Boy-Led Patrol." With the help of an assistant Scoutmaster and a troop guide, members of a new-Scout patrol can often advance to the First Class rank over the course of a year. Many troops hold a special ceremony to recognize Scouts who have completed the First Class requirements.

The First Class Tracking Sheet is an effective means of recording each boy's progress and encouraging his continued advancement.

THE FOUR STEPS TO ADVANCEMENT

Four basic steps lead to Boy Scout advancement through the ranks of Tenderfoot to Eagle:

1. A Scout learns.
2. A Scout is tested.
3. A Scout is reviewed.
4. A Scout is recognized.

Step 1—A Scout Learns

Learning is a natural outcome of Scouting activities. A Scout begins learning the Scout Oath and Law as soon as he joins a troop. On his first campout he might learn more about the outdoors than ever before. The requirements for Tenderfoot, Second Class, and First Class offer hands-on experiences that challenge Scouts and reward them for their efforts. The merit badges and required service to troop and community that lead to the ranks of Star, Life, and Eagle open new doors for older boys, sometimes even leading them toward rewarding careers and lifelong hobbies.

A Scout may at any time complete any requirement for Tenderfoot, Second Class, and First Class. There is no waiting time between those ranks, so a boy may work on the requirements at his own speed. Adult leaders can encourage Scouts to move steadily along the advancement trail, ideally becoming First Class Scouts within a year of joining. However, boys should not be pressured to advance or given deadlines for completing various badges. The speed with which he completes requirements, and even the decision to advance at all, lies with each boy. Present advancement as an exciting opportunity and not as a burden, and nearly every Scout will rise to the occasion.

Nothing inspires advancement so much as a lively troop program. Take care of the program, and advancement will be an inevitable outcome. The monthly program features laid out during the annual and monthly planning sessions of the patrol leaders' council are loaded with chances for boys to learn skills that will allow them to take full advantage of campouts and other big events. Those skills and troop activities can also be used to complete various rank requirements. (For more on effective program planning, see chapter 6, "Program Features," and chapter 8, "Troop Program Planning.")

Instruction in Scouting skills can come from a number of sources. Most important are the Scouts themselves, sharing what they know with one another and helping each other along the advancement trail. Scouts serving as troop instructors can provide guidance in their areas of specialization, as can other older Scouts. The troop guide and the assistant Scoutmaster assigned to a new-Scout patrol play major roles in helping young Scouts get a solid foundation as they are just starting out. Older Scouts will find knowledgeable resources in registered merit badge counselors. Experts outside of Scouting who specialize in various outdoor skills and other subjects could be invited to the troop from time to time to help Scouts prepare for upcoming adventures.

Scouts are expected to complete the current requirements as they are written for ranks, merit badges, and other awards. No requirements may be added or omitted. Exceptions are permitted in certain cases of Scouts with disabilities. (For more information, see "Scouts with Special Needs" in chapter 11, "Working with Boys." For answers to other questions on requirements and advancement, see the *Boy Scout Requirements* book and *Advancement Committee Policies and Procedures.)*

Step 2—A Scout Is Tested

A Scout wanting to complete an advancement requirement must demonstrate to his leader that he has fully mastered a skill at the level expected. In a new-Scout patrol, that leader might be the assistant Scoutmaster or the troop guide assigned to the patrol. Scouts in regular patrols and Venture patrols might be tested by adult troop leaders or by their own patrol leaders, troop guides, or another junior leader, provided that the boy leader has already earned the rank the Scout is aiming for.

Completing a requirement is often more a checkoff process than a formal examination. It's easy to tell when a Scout has taken part in a required number of troop and patrol activities, when he has successfully spent a night camping out in a tent he has pitched, and whether he can swim a certain distance.

On the other hand, some requirements place demands on the troop to provide opportunities for Scouts to show their abilities. As they make plans for a troop's annual program and for monthly big events, the patrol leaders' council should keep advancement opportunities in mind and provide as many as possible throughout the year. Using maps and compasses, for example, can be a natural part of day hikes or backpacking trips and will permit Scouts to complete some of their orienteering requirements. Many first aid requirements can be covered during monthly program features that focus on preparing Scouts to meet emergencies.

When a Scout successfully demonstrates that he has completed a requirement, his leader acknowledges that fact and records the achievement with the troop scribe. The scribe keeps track of every Scout's advancement progress in the Troop/Team Record Book or with a computer software program. Each Scout's requirement completions can also be recorded on a troop wall chart for all to see—a valuable incentive for boys to achieve higher ranks.

Step 3—A Scout Is Reviewed

After a Scout has completed all of the requirements for any rank from Tenderfoot through Life, his progress is reviewed in two stages:

- Scoutmaster conference
- Board of review

The Scoutmaster Conference

The Scoutmaster conference is a visit between the Scoutmaster and a Scout that is held each time the boy completes the requirements for a rank. The conference is a valuable opportunity for a Scoutmaster to discuss with each Scout his activity in the troop and his understanding and practice of the ideals of Scouting. Together they can set goals not only in Scouting but also in his family, school, and community.

A Scout taking part in a Scoutmaster conference will be able to determine if he is ready to go before the board of review. The Scoutmaster can also encourage a boy's advancement in Scouting by reviewing with him the requirements for his next rank. The Scoutmaster conference can be used as a counseling tool at any time and for a variety of other reasons.

Among its many values, the Scoutmaster conference can accomplish the following goals:

- Establish trust and understanding between a Scout and Scoutmaster.
- Reinforce the ideals of Scouting.
- Allow the Scout and Scoutmaster to share ideas and ask questions of one another.
- Set goals and outline steps for achieving them.

These pointers will help make every Scoutmaster conference a success:

- Make the conference special. Give the Scout your undivided attention throughout the meeting.
- Invite the Scout to share in the discussion.
- Keep the setting relaxed. Don't sit behind a desk or across a table from the Scout.
- Conferences for the ranks of Tenderfoot through Life should be 10 to 15 minutes in length. Those for Eagle Scout might be 30 minutes or more.
- Conferences can be conducted during troop meetings, during outdoor activities, or at the Scout's home.
- A conference should be a private discussion between the Scoutmaster and a Scout, but held in full view of other people.
- Keep the tone positive. If there are areas of improvement to discuss, be sure to bring up behavior and achievements you can praise, too.

Conference for Tenderfoot, Second Class, First Class

Congratulate the Scout on completing the advancement requirements, then explain what he can expect when he meets with the board of review. Look over the requirements for the next rank and make sure he understands them. The following are some subjects that might lead to further understanding. Bring up a few or all of them.

- His school (favorite and least favorite subjects)
- Sports and hobbies he enjoys
- What he liked best about the last troop outing
- Changes he would like to see in troop meetings

See *Troop Program Resources* for troop ceremonies.

- How he deals with older boys in the troop
- Activities with his family
- How he defines concepts such as Scout spirit, being morally straight, and duty to God
- What he does in his free time
- When appropriate, his interest and ability in handling a patrol job such as scribe or quartermaster, or a position of greater responsibility such as patrol leader

Conference for Star, Life, Eagle

Scoutmaster conferences with Scouts completing requirements for Star, Life, and Eagle can be every bit as meaningful and important as those meetings conducted with younger boys. Consider asking experienced Scouts questions that explore some of these subjects:

- How he feels the troop as a whole is doing, and what he can do to enhance it
- Troop leadership positions he sees for himself
- His view of himself as a role model for younger Scouts
- How he deals with issues of drugs, alcohol, and tobacco
- His part-time jobs or extracurricular activities
- Required and elective merit badges he is interested in earning
- Special Scouting goals such as Order of the Arrow membership, attending a jamboree, or working on a camp staff

Conclude each Scoutmaster conference by talking with the Scout about goals he would like to achieve, and help him realize he has the ability to accomplish a great deal. Offer praise for his Scout work. Close the meeting with a handshake as you remind the Scout that you always welcome the chance to visit with him, and that he can talk with you anytime he has a question, a problem, or a success he wants to share.

Eagle Requirement Deadlines

All of the requirements for Eagle must be completed before the Scout's 18th birthday. The only exception is the board of review, which can be conducted within 90 days after the Scout's birthday. Boards of review that occur between 90 and 180 days after that date must be preapproved by the local council, and boards of review that occur after 180 days past that date must be preapproved by the national council.

The Board of Review

After a Scout has completed all of the requirements for any rank from Tenderfoot through Life and has had a Scoutmaster conference for that rank, he appears before a board of review composed of three to six members of the troop committee. The membership of the board of review for an Eagle Scout candidate is determined by local council policy. An Eagle Scout board of review is often made up of members of the troop committee joined by a representative from the district or council, or the board may be fully composed of district or council personnel.

The purpose of the board of review is **not to retest** a Scout, but rather to ensure that he has completed all of the requirements, to determine the quality of his troop experience, and to encourage him to advance toward the next rank. Each review should also include a discussion of ways in which the Scout sees himself living up to the Scout Oath and Law in his everyday life.

Boards of review for the ranks of Tenderfoot through Life should each last about 15 minutes. An Eagle Scout board of review might take half an hour or more. Every session should be set up so that members of the board can share a meaningful discussion with the Scout about important matters including his goals, personal growth, and Scout spirit. The following guidelines will help provide an atmosphere of trust and support:

- Make every effort to put the Scout at ease.
- Smile and create a friendly, nonthreatening mood.
- Enliven the discussion by asking open-ended questions about the boy's recent Scouting adventures.
- Ask about his family and school activities.
- Offer encouragement and praise.

At the end of the review, the Scout will leave the room while the board members discuss his qualifications. Then they will call him back to tell him that he is qualified for his new rank, or to outline very clearly what more he must do in order to successfully complete the requirements. The board can close the session by congratulating the Scout on the progress he has made and encouraging him to continue his good efforts.

A troop should schedule its boards of review to occur on a regular basis so that Scouts and leaders can plan for them well in advance. In addition to reviewing Scouts who have completed requirements for advancement, boards that meet regularly might also choose to meet with Scouts who are not advancing. A board can give those Scouts support and perhaps help them discover ways to overcome obstacles hindering their progress.

Step 4—A Scout Is Recognized

Immediate recognition is a powerful incentive of the BSA's advancement program. A Scout should receive his new badge as soon as possible after his achievement has been certified by a board of review. A simple ceremony at the conclusion of a troop meeting or during a campout is ideal, with the Scoutmaster making the presentation of the badge.

In addition, a troop holds a court of honor every three months—a formal recognition with families, friends, and the public in attendance. All Scouts who have moved up to any rank except Eagle Scout, or who have earned merit badges since the last court of honor, should be recognized. (A special Eagle Scout court of honor will be held after an Eagle Scout board of review has certified that a Scout has completed all of the requirements for that rank and the application has been approved by the National Council. The Scout and his family should be involved in planning the ceremony and selecting those who will make the presentation of the award.)

Courts of honor may be chaired by the head of the troop committee or the troop committee member responsible for advancement. The planning of the program also should be handled by these individuals, along with other members of their committees.

Courts of honor can be very meaningful experiences for Scouts. To make the most of the opportunity, those planning a court of honor might consider these guidelines:

- Publish the dates for courts of honor in the troop calendar.
- Promote an upcoming court of honor throughout the troop.
- Involve the chartered organization.
- Invite local media.
- Have all awards on hand and certificates signed well in advance of the event.
- Ensure that the meeting place is appropriate and properly set up. Consider outdoor locations, weather permitting.
- Use decorations and props that are fitting for the occasion.
- Make the ceremony dignified and meaningful, both for Scouts and for the audience.
- Consider serving refreshments afterward and providing adults and Scouts time to visit.
- Watch the time. Most courts of honor should last no longer than an hour.

MERIT BADGES

Through the Boy Scout merit badge program, many Scouts have been introduced to a lifelong hobby or even a rewarding career. They have discovered new abilities, increased their self-confidence, and become expert in subjects that have enriched their lives and their ability to serve their community.

The requirements for each badge appear in the current BSA merit badge pamphlet for that award and in the *Boy Scout Requirements* book. When a Scout has decided on a badge he would like to earn, he follows these steps:

1. The Scout obtains from his Scoutmaster a signed merit badge application and the name of a qualified counselor for that merit badge. (A counselor must know a subject well, have the ability to work effectively with Scouts, and be currently registered as a merit badge counselor by the BSA local council.)
2. Along with another Scout, a relative, or a friend, the Scout sets up and attends his first appointment with the merit badge counselor. (No one-on-one contact is permitted. A Scout must have a buddy with him at each meeting with a merit badge counselor.) The counselor will explain the requirements for the merit badge and help the Scout plan ways to fulfill them in order to get the most out of the experience.
3. The Scout works on the badge requirements until he completes them, meeting with the counselor (and his buddy) whenever necessary.

Scouts may work on any merit badge at any time, assuming they have the approval of their Scoutmaster. While merit badges are not required for the ranks of Tenderfoot, Second Class, or First Class, Scouts moving toward those ranks also may work on merit badges, again with their Scoutmaster's approval.

(The merit badges required for the ranks of Star, Life, and Eagle are listed at the end of this chapter. They can also be found in the *Boy Scout Requirements* book and the *Boy Scout Handbook.)*

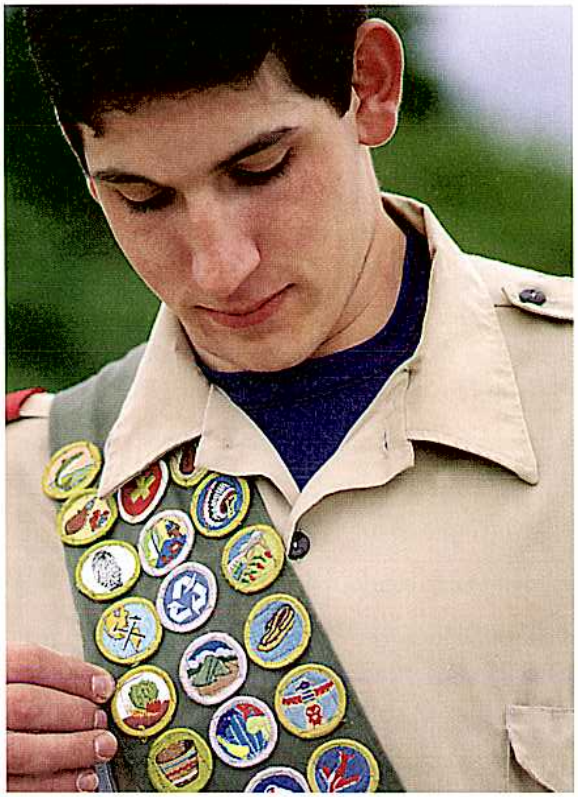
The following resources might prove helpful in identifying and recruiting merit badge counselors:

- Merit Badge Counselor Orientation—a practical training aid for adult leaders
- Merit Badge Counselor Information—lists qualifications and background information for counselors
- Recommending Merit Badge Counselors—a form for suggesting names of potential counselors
- *Advancement Committee Policies and Procedures*—a guide to advancement in the unit, district, and council

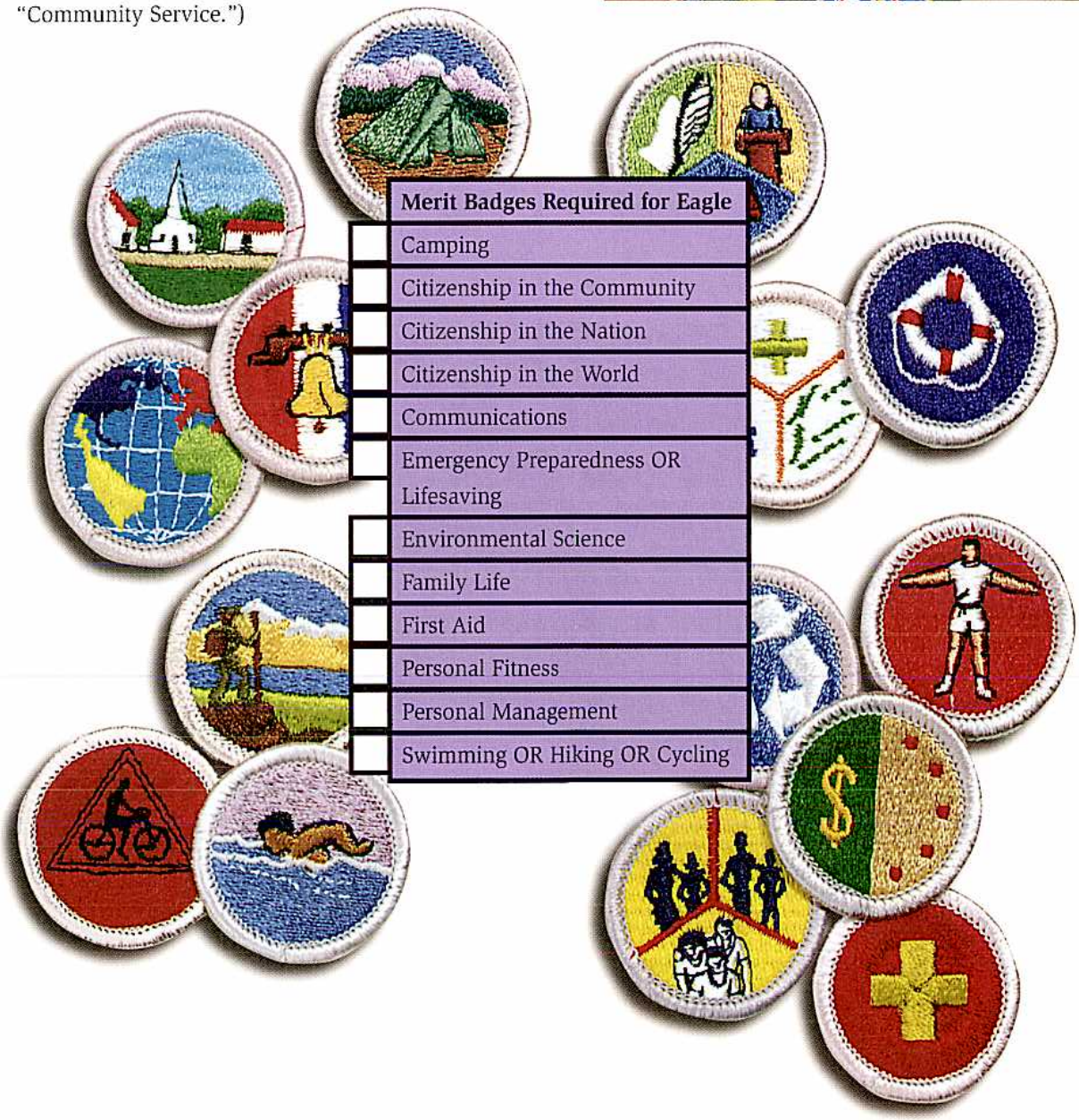
Merit Badge Counselors

Scouts wishing to earn a merit badge do so with the guidance and approval of a merit badge counselor. As mentioned earlier, counselors must possess a technical grasp of a subject and also have a solid understanding of the needs, interests, and abilities of Scouts.

Where can Scouts find merit badge counselors? Troop leaders can identify potential counselors by using the Troop Resource Survey Sheet. Many troops assemble a list of approved counselors in their areas who have indicated a willingness to work with Scouts. In addition, each district advancement committee is responsible for developing a merit badge counselor list, keeping it current, and providing copies to every troop in the district.



Merit badge counselor sessions must meet the same two-deep leadership requirements expected in all Scouting activities. (For details on these requirements, see chapter 11, "Working with Boys.")

ADVANCEMENT RESOURCES

- The district advancement committee is a tremendous resource for all aspects of BSA advancement. Monthly roundtable meetings are rich forums for the exchange of advancement ideas among Scoutmasters of many troops.
- The *Boy Scout Requirements* book contains requirements for all ranks and merit badges.
- The Eagle Scout Leadership Service Project Workbook includes a service project workbook. (For more on service projects, see chapter 19, "Community Service.")